Professional Alignment Report

Prepared for: Court • Attorneys • Mediators • Parent Facilitators • Other Authorized Professionals

Understanding Differences. Identifying Alignment. Meeting the Needs of the Child.

Professional Information

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_____ Professional signature — Jordan Reyes, LPC

_____ Date of submission:

Purpose

FROM DIFFERENCES TO DIRECTION

This report helps professionals understand where the parents align, where perspectives differ, what the child may need, and what options, resources, and resolution pathways may help.

THE SA COPARENTS APPROACH

The goal is not to determine which parent is right. The goal is to understand the co-parenting situation, keep the child's needs at the center, and identify constructive pathways toward resolution and agreement.

ALIGN — Understand the situation → **FOCUS** — Identify child needs → **RESOLVE** — Explore pathways → **AGREE** — Build next steps

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? How to Read This Report

This report organizes information from two parents' separate assessments, safety screenings and a system-generated Joint Report, reviewed by an authorized professional. It is designed to help the court and professionals understand where the parents align, where they differ, and what neutral options may help the child. It contains no custody recommendation, credibility determination, diagnosis or legal conclusion.

This report answers six questions — then gives a clearly separated Professional Statement

Q1. What did each parent report? (Section 3 & 4)
Q2. Where are they aligned? (Section 2 & 5)
Q3. Where do their perspectives differ? (Section 5)
Q4. What child-focused issues need attention? (Section 6)
Q5. What options and resources are available? (Section 7)
Q6. What conflict-resolution pathway could be considered? (Section 8)
Professional Statement (Sections 9–11) — the professional's own observation, analysis and court summary.

Who is speaking? Every section is labelled with its source

■ Parent-reported information
What a parent said about their own experience, summarised neutrally. Not verified, not a finding.

■ System-generated comparison
Align lines up the two accounts side by side. It shows alignment and difference; it does not decide who is right.

■ AI-assisted draft
Wording first drafted by an AI aid at the professional's request, then reviewed and owned by the professional.

■ Professional observation
The professional's own observation, analysis and plan — the only opinion in this report.

Four distinctions to keep in mind

Assessment ≠ finding. A self-assessment records what a parent reports. It does not establish what happened.
Difference in perspective ≠ fact determination. Two accounts can differ without either being false. This report does not resolve which is accurate.
AI summary ≠ professional opinion. AI drafts only organise wording. Every judgment in this report is the professional's, after review.
Professional report ≠ court determination. This report informs; it does not recommend custody, assess credibility, diagnose, or decide.

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1. **Case & Assessment Overview**
   Who, what and which assessments were reviewed. Reader's guardrail: No opinions here — facts of the engagement only.
2. **Alignment Snapshot & Safety Screening**
   Where each parent and the co-parenting dynamic sit on the 1–10 scale, and whether a joint process is safe. Reader's guardrail: Scores describe co-parenting behaviour, never fitness or credibility. No diagnosis.
3. **Parent A Perspective**
   Parent A's account, summarised neutrally with successes, challenges and growth priorities. Reader's guardrail: No credibility findings; do not declare either account correct.
4. **Parent B Perspective**
   Parent B's account, summarised the same way. Reader's guardrail: Same neutrality rules as Parent A.
5. **Joint Co-Parenting Assessment**
   What the parents agree on, where they differ, and issues needing attention. Reader's guardrail: Describe differences as perspectives, not facts.
6. **Child-Focused Legal Issues**
   How the differences affect the child's day-to-day needs. Reader's guardrail: Child's needs, not parents' grievances. No custody or possession recommendation.
7. **Options & Resources**
   Neutral services and referrals that may help. Reader's guardrail: Resources are options, not orders.
8. **Conflict Resolution Pathways**
   The step-by-step process suggested for resolving disputes. Reader's guardrail: Pathways are procedural suggestions, not legal conclusions.
9. **Legal Conflict & Agreement-Building Analysis**
   Where agreement is realistic and what still needs resolution. Reader's guardrail: Do not predict court outcomes.
10. **Professional Legal Statement & Roadmap**
    The professional's own observation and the 30–90 day / 6–12 month plan. Reader's guardrail: Clearly your judgment — distinct from parent-reported and AI/system text.
11. **Concise Court Summary**
    A short, neutral summary the court can read in a minute. Reader's guardrail: Neutral and procedural: no recommendations, diagnoses or legal conclusions.

Reading the 1–10 scale

The 1–10 Co-Parenting Continuum: 1–3 Crisis / High Conflict (safety-first, structured, minimal direct contact) · 4–6 Restricted or Business-Like (structured, task-focused) · 7–10 Cooperative to Unified (flexible, collaborative). Scores describe the current co-parenting context and are expected to change with reassessment.

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1 Case & Assessment Overview

Case record

SOURCE: PROFESSIONAL OBSERVATION

Case / Matter	Co-parenting — Transitions & Communication — M. Carter (age 9)
Case ID	SA-26-TRN-000000
Court / County	000th Judicial District Court, Bexar County (fictional)
Cause Number	2026-CI-00000
Professional	Jordan Reyes, LPC · Parenting Facilitator
Report Date	2026-05-29
Parent A	Parent A
Parent B	Parent B
Report Status	Final

Assessments Reviewed

☑ Parent A Assessment Received
☑ Parent B Assessment Received
☑ Joint Report Received
☑ Parent A Family Violence Assessment Received
☑ Parent B Family Violence Assessment Received

Sources of Information Considered

Parent A and Parent B co-parenting assessments (completed 2026-05-20 / 2026-05-22), both Family Violence screenings, the Joint Report, and the professional's two facilitation sessions.

2 Alignment Snapshot

Q2 · Where are they aligned?

SOURCE: SYSTEM-GENERATED COMPARISON

Parent A	Parent B	Joint Co-Parenting
4/10	**4/10**	**4/10**
Restricted / Reactive	**Restricted / Reactive**	**Restricted / Reactive**

Safety Screening & Process Considerations

Joint process: Yes, with safeguards

This case does not require an emergency safety override, but direct face-to-face negotiations aren't a good fit right now due to handoff tension.

Parent A FV assessment: Received
Parent B FV assessment: Received

Parent A: safety screening — Not started.
Parent B: safety screening — Not started.
Screening questions adapted from published sources. Not a validated or diagnostic instrument. Tiers are a design guide, not a clinical cutoff.

Safety findings may alter or override ordinary co-parenting, mediation, communication, or joint-process recommendations.

Risk Screening Summary

Coercive Control: Low Risk. No active financial isolation, stalking, or schedule monopolization.
Threats & Intimidation: Low Risk. No physical threats or child abduction risks reported.
Verbal & Emotional Hostility: Moderate-to-High Risk. History of intense or hostile text exchanges during transitions.
Child Exposure: Moderate Risk. Disagreements observed by the child during physical transition windows.
Safeguards: Both individual family violence screenings were received and reviewed. Safeguard applied: joint sessions are conducted with the professional present and information is exchanged in writing.

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3 Parent A Perspective — Parent A

Q1 · What did each parent report?

SOURCE: PARENT-REPORTED

PARENT-REPORTED INFORMATION, summarized separately and neutrally by the professional; no determination is made about which account is correct.

Successes

✓ Consistently sticks to scheduled swap times and keeps medical and school records updated in the portal.

Challenges

! Prefers written app messages over direct phone calls. Tends to get defensive under stress, sometimes holds back activity details, and struggles to separate past personal feelings about Parent B from Parent B's relationship with the child.

Growth Priorities

☑ Focus on sending calm, strictly factual messages instead of reactive replies. [MET at reassessment]
☐ Share school and extracurricular details openly and early.
☐ Keep personal feelings about Parent B separate from Parent B's role as a parent.
1 of 3 growth areas met (33%)

Parent A — Individual Challenges & Growth (Rated: Level 4)

Score	Dynamic & Mode	Where Parent Does Well	Challenges / Failures	Placement & Growth
1 – 2	Crisis / High Conflict (Supervised / Strict Parallel)	Follows court boundaries.	Repeated legal motions under stress.	
3 – 4	**Restricted / Reactive (Restricted Parallel)**	**Keeps portal updated.**	**Defensive messaging; holds back info.**	**PARENT A — LEVEL 4 [MET] Focus on sending calm, strictly factual messages instead of reactive replies. [ ] Share school and extracurricular details openly and early. [ ] Keep personal feelings about Parent B separate from Parent B's role as a parent.**
5 – 6	Business-Like / Functional (Emerging Cooperative)	Concise portal updates.	Passive resistance to last-minute shifts.	Next developmental goal
7 – 8	Cooperative / Collaborative (High Co-Parenting)	Proactive medical consultation.	Pushes for single-rule priority.	
9 – 10	Child-Centered Partnership (Unified Partnership)	Promotes bond with Parent B.	Zero gatekeeping.	

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4 Parent B Perspective — Parent B

Q1 · What did each parent report?

SOURCE: PARENT-REPORTED

Successes

✓ Very involved in the child's activities and eager to show up for school events.

Challenges

! Runs 15–20 minutes late for drop-offs/pickups and sends multiple follow-up texts if Parent A doesn't reply right away. Relies on Parent A to pass along info rather than checking school portals independently.

Growth Priorities

☑ Focus on being consistently on time for all scheduled transitions. [MET at reassessment]
☑ Keep written messages brief, clear, and non-repetitive. [MET at reassessment]
☐ Log into school and medical accounts directly to stay informed independently.
2 of 3 growth areas met (67%)

Parent B — Individual Challenges & Growth (Rated: Level 4)

Score	Dynamic & Mode	Where Parent Does Well	Challenges / Failures	Placement & Growth
1 – 2	Crisis / High Conflict (Supervised / Strict Parallel)	Complies with supervised visits.	Hostility or total refusal at handoffs.	
3 – 4	**Restricted / Reactive (Restricted Parallel)**	**Engaged in sports/school events.**	**15-20 min late; redundant texts.**	**PARENT B — LEVEL 4 [MET] Focus on being consistently on time for all scheduled transitions. [MET] Keep written messages brief, clear, and non-repetitive. [ ] Log into school and medical accounts directly to stay informed independently.**
5 – 6	Business-Like / Functional (Emerging Cooperative)	On time; checks portals independently.	Minor administrative lapses.	Next developmental goal
7 – 8	Cooperative / Collaborative (High Co-Parenting)	Shares transport duties.	Clashes over discipline styles.	
9 – 10	Child-Centered Partnership (Unified Partnership)	Complete rule alignment.	Zero transition delays.	

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5 Joint Co-Parenting Assessment

Q2 & Q3 · Where are they aligned — and where do their perspectives differ? **SOURCE: SYSTEM-GENERATED COMPARISON**

[SYSTEM-GENERATED COMPARISON — reviewed by the professional]

Joint Alignment Level: 4 / 10 — Restricted / Reactive (Restricted Parallel Parenting Mode)

Areas of Alignment — Successes

✓ Both parents honor basic custody schedules and keep record portals updated.

Areas of Difference — Challenges

! Physical transitions and direct messaging.

Partial Alignment

—

Shared Concerns

Both parents want M. to stop overhearing transition disputes and to keep school performance steady.

ISSUES REQUIRING FURTHER DISCUSSION OR PROFESSIONAL ATTENTION

While both parents do well at honoring basic custody schedules and keeping record portals updated, they do poorly during physical transitions and direct messaging. All communications should stay on SA CoParents Align with clear, independent household boundaries.

Joint Co-Parenting Dynamic (Rated: Level 4)

Score	Dynamic & Mode	Co-Parenting Successes	Co-Parenting Challenges / Failures	Placement
1 – 2	Crisis / High Conflict (Supervised / Strict Parallel)	Adhere to legal orders; use 3rd-party sites.	Communication collapse; hostile outbursts.	
3 – 4	**Restricted / Reactive (Restricted Parallel)**	**Honor scheduled times; share portal logs.**	**Verbal friction; reactive texts; late handoffs.**	**JOINT — LEVEL 4**
5 – 6	Business-Like / Functional (Emerging Cooperative)	Task-focused messages; advance swaps (48h+).	Struggle with sudden schedule shifts.	Next developmental goal
7 – 8	Cooperative / Collaborative (High Co-Parenting)	Consult on health/school; informal swaps.	Clash over secondary house rules.	
9 – 10	Child-Centered Partnership (Unified Partnership)	Matching rules; joint events; fluid updates.	Complete absence of dysfunction.	

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6 Child-Focused Legal Issues

Q4 · What child-focused issues need attention? **SOURCE: PROFESSIONAL OBSERVATION**

What do the parents' differences mean for the child and the dispute?

Issue	Current Concern	Potential Focus
Educational needs	Homework routine differs between households; teacher reports late assignments after Parent B weeks.	Structured, child-focused discussion; written protocol where helpful.
Communication between parents	Reactive texting during handoffs.	Structured, child-focused discussion; written protocol where helpful.
Transitions between households	Child present during transition disputes.	Structured, child-focused discussion; written protocol where helpful.

7 Options & Resources

Q5 · What options and resources are available? **SOURCE: PROFESSIONAL OBSERVATION**

Category	Recommended Resource / Specialist	Purpose / Service Focus
Individual (Parent A)	Individual Therapy / Counseling	Processes divorce stress, emotional regulation, and separating partner conflict from co-parenting goals.
Individual (Parent B)	Individual Coaching / Behavioral Therapy	Focuses on time management, healthy communication boundaries, and administrative independence.
Individual (Child)	Child Therapy	Provides a safe, neutral space to express feelings without getting caught in the middle.
Educational Assessment	Kassandra Levay	Specialized Psychoeducational Testing & Academic Advocacy to resolve school disputes fairly.
Parent Education	Children in the Middle (Brad Craig, LMSW-IPR, CFLE)	Court-certified course on stopping child triangulation, managing two homes, and business messaging.
Clinical & Forensics	Kelly Bernstein, MS, LCDC, LPC (Alamo Heights Forensic & Individual Therapy)	Court-appointed Parent Facilitation and Coordination to resolve daily schedule friction and enforcement of court orders.

RESEARCH BASE (Perplexity — professional-reviewed)

Research consistently links children's exposure to inter-parental conflict at transitions with elevated anxiety and behavioral difficulties, while structured, written co-parenting communication and parenting coordination are associated with fewer disputes and steadier routines [1][2]. Parent-education programs such as Children in the Middle show measurable reductions in children's exposure to conflict [3]. Near ZIP 78205 (Bexar County), supervised and neutral-site exchange services and court-approved parent-education classes are available through local family-service agencies [4].

SOURCES
[1] https://example.org/research/interparental-conflict-and-child-adjustment
[2] https://example.org/research/parenting-coordination-outcomes
[3] https://example.org/programs/children-in-the-middle-evaluation
[4] https://example.org/bexar-county/family-services-directory

Research Base — fetched 2026-09-20 via Perplexity perplexity-agent (sample) for ZIP 78205. Real-time web research reviewed by the professional; not a finding, diagnosis or recommendation.

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8 Conflict Resolution Pathways

Q6 · What conflict-resolution pathway could be considered?

SOURCE: PROFESSIONAL OBSERVATION

1	2	3	4	5
Structured Communication	**Child-Focused Mediation**	**Traditional Mediation**	**Professional Consultation**	**Parent Facilitation / Parenting Coordination**
SELECTED			SELECTED	SELECTED

1. Structured Communication: Consider where disagreement appears connected primarily to communication patterns rather than substantive parenting goals (BIFF, SA CoParents Communication Coach, structured platform).
2. Child-Focused Mediation: May assist parents in examining differing perspectives through the child's developmental and practical needs.
3. Traditional Mediation: May assist where defined legal or parenting disputes are ready for negotiated resolution.
4. Professional Consultation: Educational, medical, mental-health, or other appropriate professional input may help narrow specific disagreements.
5. Parent Facilitation / Parenting Coordination: Where authorized and appropriate, structured professional involvement may assist with repeated implementation or communication disputes.

WHY THESE PATHWAYS ARE RELEVANT TO THE ISSUES IDENTIFIED

Communication-based conflict is the primary driver, so structured written communication through the SA CoParents Communication Coach comes first; parent facilitation (Kelly Bernstein) resolves day-to-day bumps while an educational consultation (Kassandra Levay) settles the homework question with facts before any mediation.

Guidance by Type of Conflict

- Communication-based conflict: Consider structured written communication using BIFF principles, a parenting communication platform, or the SA CoParents Communication Coach before escalating the dispute.
- Defined parenting disagreement: Consider child-focused mediation focused on the specific unresolved parenting issue.
- Educational, medical, or psychological disagreement: Consider consultation with an appropriate subject-matter professional followed by mediation or another structured decision-making process.
- Persistent high conflict: Consider a more structured professional process, including parent facilitation, parenting coordination, attorney-assisted negotiation, or mediation.
- Safety or power-imbalance concerns: Conflict-resolution recommendations should be considered separately and with safeguards appropriate to the circumstances.

Safety Override — Family Violence / Safety Considerations

Family-violence or safety concerns should not be treated simply as a higher level of ordinary co-parenting conflict. Where identified, the case should follow the applicable SA CoParents safety assessment and safeguarding pathway.

The rating does not automatically determine the process. Safety screening, professional judgment, court orders, and the specific needs of the child remain controlling considerations.

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PROFESSIONAL STATEMENT — Sections 9 to 11

From here on, the words are the professional's own observation and analysis — separate from parent-reported information (Secti

9 Legal Conflict & Agreement-Building Analysis

Professional Statement · agreement-building analysis

SOURCE: PROFESSIONAL OBSERVATION

Areas Potentially Capable of Agreement

✓ Weekend exchange times (already consistent)
✓ Both parents attending M.'s school and soccer events
✓ Using one shared calendar for activities

Issues Requiring Further Resolution

! Who communicates with the teacher and how quickly replies are expected
! Notice period for schedule changes (Parent B requests 48 hours)
! The tutoring question

Existing Agreements / Orders Noted

Temporary orders set the possession schedule; no written communication protocol exists yet.

Procedural Considerations

A 90-day structured-communication period with parent facilitation is proportionate; reassessment before the next hearing.

10 Professional Legal Statement & Roadmap

Professional Statement · the professional's own observation

SOURCE: PROFESSIONAL OBSERVATION

PROFESSIONAL OBSERVATION

In my professional judgment the parents' disagreement is communication-driven rather than values-driven: both describe the same child-focused goals but escalate at transitions. A structured written channel plus facilitation for the next 90 days, with an educational consultation to settle the homework question, is proportionate to a Level 4 dynamic. This statement is my own interpretation and is distinct from the parent-reported information and system-generated comparisons above.

The professional's own observations and judgment — distinct from parent-reported information and system- or AI-generated summaries.

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30–90 Day Goals

☐ Transition Handoff Protocol: Shift custodial transitions to neutral locations or school pickup/drop-off. Keep greetings brief and polite.
☐ App-Only Communication Window: Move all non-emergency messaging exclusively to SA CoParents Align. Parent A replies within 24 hours without reactive language; Parent B limits messages to one concise thread per topic.
☐ Transition Promptness Target (Parent B): Establish a strict 10-minute grace period for drop-offs and pickups.
☐ Shared Educational Access (Parent A & Kassandra Levay): Grant Parent B direct login access to school portals and share psychoeducational reports upfront.

Reassessment: Every 90 to 180 days · next review 2026-08-28

How We Will Know Things Are Improving

- Fewer transition disputes.
- More consistent, timely exchanges.
- Brief and factual communication.
- Independent access to child-related information.
- Child not exposed to adult disagreement.
- More issues resolved without escalation.

Long-Term Goals (6 to 12 Months)

- Step Down Monitoring: Work with Parent Facilitator (Kelly Bernstein) to reduce facilitator check-ins from weekly to monthly.
- Flexible Schedule Swaps: After 90 days of consistent promptness and calm messaging, introduce a structured Right of First Refusal policy.
- Unified Two-Household Expectations: Complete Children in the Middle (Brad Craig) to align major household rules (bedtimes, screen time limits) across homes.
- Independent Administration: Parent B assumes full management of medical/extracurricular calendars; Parent A steps back from monitoring Parent B's parenting time.

Reassessment Triggers

When Score Moves Up (Level 5–6): Move away from formal facilitators, start traditional mediation, and introduce flexible schedule swaps.

When Score Drops (Level 1–2): Re-check safety protocols, restrict communication strictly to app logs, and bring in court oversight or clinical therapy.

11 Concise Court Summary

Professional Statement · court summary

SOURCE: PROFESSIONAL OBSERVATION

Parent A: Level 4 | Parent B: Level 4 | Joint Co-Parenting: Level 4

Both parents completed individual assessments and their responses were compared through the SA CoParents Align process. The assessment identifies alignment on M.'s school participation and routines, partial alignment on information-sharing, and differing perspectives on transition handling. Structured written communication and parent facilitation for 90 days, with an educational consultation, are proportionate to the identified issues; no safety override is required.

Our Report Principle

Parents provide the information.
SA CoParents organizes and compares the information.
SA CoParents Align identifies potential options and pathways.
The professional provides the judgment.

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Professional Certification

Important: This report is designed to organize assessment information, identify areas of agreement and difference, and assist qualified professionals in considering appropriate options and resources. SA CoParents Align does not determine custody, diagnose a parent or child, make judicial findings, or substitute for the independent judgment of an attorney, therapist, mediator, court, or other qualified professional.

This report reflects the professional's review of the individual assessments, safety screenings and Joint Report. It contains no custody recommendation, credibility determination, diagnosis or legal conclusion.

Professional signature	Jordan Reyes, LPC
Title	Licensed Professional Counselor · Parenting Facilitator
Date finalized	2026-05-29

SA CoParents — Starting With Alignment, Ending With Agreement

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