Alienation/Brainwashing/Estrangement/Disordered Attachment, Etc. Whatever You Call It, What Can Be Done?
Selected Factors Impacting Child’s Adjustment to Divorce

Degree & type of present parental conflict

Degree & type of programming/brainwashing (by each parent)

Economic stability factors

Quality & quantity of contact with birth parents

Age at time of onset

Past experience with divorce(s) and/or change in family structure

Community’s culture of divorce

Parenting consistency

Residential continuity

Role of step-parent(s)

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# What’s In A Term?

<table>
<thead>
<tr>
<th>PROGRAMMING –</th>
<th>BRAINWASHING –</th>
</tr>
</thead>
<tbody>
<tr>
<td>The formation of a set or sets of directions based on a specific or general belief system directed toward another (target) in order to obtain some desired goal.</td>
<td>Selection and application of particular techniques, procedures, and methods employed as a basis for inculcating the programme (themes).</td>
</tr>
<tr>
<td>- Control information flow to professionals</td>
<td>- The Ally Syndrome</td>
</tr>
<tr>
<td></td>
<td>- Threat of Withdrawal of Love</td>
</tr>
</tbody>
</table>

## Alternate Terms

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Judges Responses to Language: Caution on Use

LYNNE Z. GOLD-BIKIN, ESQ.
The “Syndrome” Fiasco (Don’t Use It)

General & Medical Definitions
• Syndrome:
  o Pathology, Psychiatry – a group of symptoms that together are characteristic of a specific disorder, disease, or the like.
  o A group of related or coincident things, events, actions, etc.

Dr. Richard Gardner’s Definition of Parental Alienation Syndrome (PAS)
• PAS:
  o Gardner states, “A disorder of children, arising almost exclusively in child-custody disputes, in which one parent (usually the mother) programs the child to hate the other parent (usually the father).”

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Why Do Parents Programme/Brainwash? (Motivation)

- Revenge
- Self Righteousness
- Fear of Losing the Child
- (Sense of) Past History
- Proprietary Perspective
- Jealousy
- Child Support
- Loss if Identity
- Out of Sight, Out of Mind

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Why Do Parents Programme/Brainwash? (cont’d)

- **Self Protection**
  - Alcoholism or Drug Addiction
  - Incest or Child Abuse
  - Abductors
  - Criminal Involvement
  - Mental Health
  - Problematic Social Relationships or Lifestyles
  - Pre-Existing or New Physical Health Problem

- **Maintaining the Marital/Adult Relationship Through Conflict**

- **Power, Influence, Control, and Domination**

- **Learned Behavior**

*Common Process Chart*
Some Ways to Expose Motives

LYNNE Z. GOLD-BIKIN, ESQ.
Techniques of Brainwashing

- Denial of Existence Factors

- The “Who Me” Factors
  - Extended family – Attacks on in-laws and other relatives
  - Career
  - Living Arrangements and Travel
  - Activities
  - Associates and Friends

- Middle-Man Factors

- Circumstantial Factors

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Techniques of Brainwashing (cont’d)

- “I Don’t Know What’s the Matter with Him” Factors
- The Ally Factors
- The Morality Factors
- Threat of Withdrawal of Love Factors
- “I’m the Only One Who Loves You” Factors
- “You’re an Endangered Species” Factors
- Re-Writing Reality Factors
- Physical Survival Factors
Questions Lawyers Can Use to Expose Techniques

LYNNE Z. GOLD-BIKIN, ESQ.
## Selected Examples – Techniques – Motivation – Detection

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Motivation</th>
<th>Detection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rewriting Reality</td>
<td>Proprietary Perspective</td>
<td>Inappropriate Information</td>
</tr>
<tr>
<td>Endangered Species</td>
<td>Revenge</td>
<td>Comparative Martyr</td>
</tr>
<tr>
<td>Threat of Withdrawal of Love</td>
<td>Out of Sight, Out of Mind</td>
<td>Good Parent vs. Bad Parent</td>
</tr>
<tr>
<td>Physical Survival</td>
<td>Jealousy</td>
<td>Anxiety Arousal</td>
</tr>
</tbody>
</table>

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Selected Impact on Children

- Depression or suicidal ideation
- Loss of self-esteem
- Psychosomatic disorders
- Retreat into fantasy
- Academic problems
- Confusion
- Development of fears and phobias
- Parental Disengagement
- Anger
- Sleep and/or eating disorder(s)

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Using Vulnerability/Invulnerability Characteristics

<table>
<thead>
<tr>
<th>Determine if/how much of these are present</th>
<th>Vulnerability must be compared to invulnerability</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Dependency</td>
<td>o Independence</td>
</tr>
<tr>
<td>o Fearfulness</td>
<td>o Self confidence</td>
</tr>
<tr>
<td>o Passivity</td>
<td>o Assertiveness</td>
</tr>
<tr>
<td>o Lack of insight</td>
<td>o Insightfulness</td>
</tr>
<tr>
<td>o Confusion</td>
<td>o Lack of confusion</td>
</tr>
<tr>
<td>o Conditional love</td>
<td>o Unconditionally loved</td>
</tr>
<tr>
<td>o Self-centeredness</td>
<td>o Other-oriented</td>
</tr>
<tr>
<td>o Identification with the aggressor</td>
<td>o Identification with non-aggressor</td>
</tr>
<tr>
<td>o Rescuer role</td>
<td>o Views adults as being survivors</td>
</tr>
<tr>
<td>o High guilt feelings</td>
<td>o Low guilt feelings</td>
</tr>
</tbody>
</table>

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The Effects On Children & Relationships

- **Relational Impact and Influence**
  - Threatening to Live with the Noncustodial Parent
  - Power Conflicts and Manipulation
  - School-Related Problems
  - Materialistic Demands
  - Behavioral Problems
    - Acting Out
    - Sibling Conflict

- **Personal Impact and Influences**
  - Identity
  - Anger Directed Toward Both Parents
  - Behavioral Regression
  - Creating a Fantasy Parent
  - Programmers/Brainwashers Often Beget Programmers/Brainwashers

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Demonstrating the Impact Factors in Court and/or Mediation

LYNNE Z. GOLD-BIKIN, ESQ.
Detection

- Contradictory Statements
- Inappropriate Information
- Character Assaults (with moral overtones)
- Collusion or One-Sided Alliance
- Child becomes Spy or Conduit for Information
- Use of Indirect Statements
- Restriction of Permission to Love Both Parents (denial of social-psychological access)
- Unchild-like Statements
- Good Parents vs. Bad Parent
- Comparative Martyr Role
- Fear of Contact with Target Parent

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Detection (cont’d)

- Anxiety Arousal
- Cohort in Secret Keeping
- Child Appears as Mirror Image of Programmer
- Confusion of Birth Parent’s Importance
- Manifestation of Guilt
- Scripted Views
- Unmanageability for No Apparent Reason
- Radical Changes and Dysfunctional Behavior Manifested in Other Spheres
- Non-Verbal Messages
- Coaching Behaviors
- Brain Twirling
- Child Threatens Parent
- Child as Parent’s Best Friend
- Physical Survival

* Escalation Diagram

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# One Child – Two Sets of Behaviors

<table>
<thead>
<tr>
<th>At Mother’s Home</th>
<th>At Father’s Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependant</td>
<td>Independent</td>
</tr>
<tr>
<td>Unstable</td>
<td>Stable</td>
</tr>
<tr>
<td>Needs therapist</td>
<td>Operates without professionals</td>
</tr>
<tr>
<td>Claimed separation anxiety</td>
<td>Goes on her own even when wants to stay with Dad</td>
</tr>
<tr>
<td>Medical problems</td>
<td>Healthy profile</td>
</tr>
<tr>
<td>Eats poorly/erratically/irregularly</td>
<td>Eats fine/diversity of foods/regularly</td>
</tr>
<tr>
<td>Sleep problems</td>
<td>Sleeps well</td>
</tr>
<tr>
<td>Claims of her not doing well due to daddy’s contacts (according to others)</td>
<td>Happy on visits</td>
</tr>
</tbody>
</table>
# One Child – Two Sets of Behaviors

<table>
<thead>
<tr>
<th>At Mother’s Home</th>
<th>At Father’s Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems in school/dance</td>
<td>Happy at school/dance</td>
</tr>
<tr>
<td>Can’t be left alone too much</td>
<td>Can be left (rides horses alone)</td>
</tr>
<tr>
<td>Regresses in function</td>
<td>No regression</td>
</tr>
<tr>
<td>Emergency room visits</td>
<td>No emergency room visits</td>
</tr>
<tr>
<td>Anxious/fearful</td>
<td>Swims/not anxious/not fearful</td>
</tr>
<tr>
<td>Receives restrictive/exclusionary messages in regard</td>
<td>Receives open, sharing messages; can love all</td>
</tr>
<tr>
<td>to father; obstructionist environment, freedom to</td>
<td>important people in life</td>
</tr>
<tr>
<td>love/reach out is controlled</td>
<td></td>
</tr>
<tr>
<td>Inappropriate social boundaries (sleeps with mother/</td>
<td>Appropriate social boundaries (sleeps in own bed and</td>
</tr>
<tr>
<td>step-father)</td>
<td>room)</td>
</tr>
<tr>
<td>Can’t reach out to paternal grandparents</td>
<td>Permitted to reach out to all</td>
</tr>
</tbody>
</table>

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The Goal

- GOAL: REMOVE THE SPLIT WHICH IS SOCALLY UNHEALTHY.

- THE CHILD AT THE FATHER’S HOME IS CLEARLY HEALTHIER/HAPPIER/BETTER SOCIALLY ADJUSTED.

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Representations of Family Boundaries for Different Types of Parental Relationships

Type 1: Married & Socially Healthy

Type 2: Parental Separation and Relatively Healthy Divorce

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Representations of Family Boundaries for Different Types of Parental Relationships (cont’d)

Type 3:

**Effective Programming and Brainwashing by Mother**

Type 4:

**Effective Programming and Brainwashing by Father**

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Representations of Family Boundaries for Different Types of Parental Relationships (cont’d)

Type 5:

Cross Programming and Brainwashing by Both Parents

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Evaluating the Damage

- General relational damages
- Power conflicts and manipulation
- School-related problems
- Materialistic demands
- Behavior problems
  - Acting out
  - Sibling conflicts
- Personal impact damages
  - Identity problems
  - Anger toward the parents(s)
  - Behavioral regression
Evaluating the Damage (cont’d)

- Imitation of patterns of the programmer/brainwasher

- Degrees and types of contact (and desire for same) with target parent – it is necessary to track the long term patterns of contact with both parents in order to determine this. Additionally, it is important to identify the points in time where changes occurred in actual and/or desired contact.

- Multiple programmers as sources of damage (identifying the surrogate programmers, the type and frequency of contact the child has with them as well as the techniques employed by these surrogates is important)

- Short Term vs. Long Term

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# Differences Between Males and Females

## The Female Factor: Why Women Programme More Than Men

- Birthright
- Proprietary-Exclusionary Perspective
- The Family and Women are Synonymous
- Female Identity and Parenting
- Financial Support Needs
- Lack of Other Resources

- Continuity and Family History
- Negative Opinions of Men’s Capacity to Parent
- Peer-Group Expectations
- Fear of Another Loss
- Desire to Move or Leave a Geographical Area
- Desire to Create a New Family
- Opportunity

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Differences Between Males and Females (cont’d)

<table>
<thead>
<tr>
<th>Male Factor: When, How, &amp; Why Males Institute Programming &amp; Brainwashing – Continuity of Abuse Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Male Factor: When, How, &amp; Why Males Institute Programming &amp; Brainwashing – Continuity of Abuse Pattern</td>
</tr>
<tr>
<td>o Put- Downs/ Character Assaults</td>
</tr>
<tr>
<td>o Verbal Interruptions</td>
</tr>
<tr>
<td>o Other Blamers</td>
</tr>
<tr>
<td>o Self Absorbed</td>
</tr>
<tr>
<td>o Threats</td>
</tr>
<tr>
<td>o Silent Treatment</td>
</tr>
<tr>
<td>o Isolationist Behaviors</td>
</tr>
<tr>
<td>o Lack of Ability to Prioritize</td>
</tr>
<tr>
<td>o Conflict is Omnipresent</td>
</tr>
<tr>
<td>o False Makeups</td>
</tr>
<tr>
<td>o Drugs Predate Arguments</td>
</tr>
<tr>
<td>o High Degree of Secrecy</td>
</tr>
<tr>
<td>o Jealousy</td>
</tr>
<tr>
<td>o A Desire to Restrict Growth and Development</td>
</tr>
<tr>
<td>o Control is the Basic Theme</td>
</tr>
<tr>
<td>o Need to be Correct All the Time</td>
</tr>
<tr>
<td>o Facilitates Anxiety</td>
</tr>
<tr>
<td>o DSM-IV Diagnostic Criteria</td>
</tr>
<tr>
<td>o Makes You Feel Badly About Yourself</td>
</tr>
<tr>
<td>o Physical Incidents</td>
</tr>
<tr>
<td>o Inconsistency</td>
</tr>
<tr>
<td>o Creates Defensiveness</td>
</tr>
</tbody>
</table>

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The M.O. Factor: Attitudinal & Behavioral Characteristics of Programming & Brainwashing Parents

- **Characteristics**
  - Exaggeration
  - Other Blamers
  - Hypervigilance
  - Manipulative and Ingratiating
  - Provide Rewards for Children
  - System Navigators
  - Expect Others to “Get It”
  - Isolation
  - Will Reinterpret Most Information and Rewrite Scripts (An Attempt to Further Insure Isolation)
  - Control/Power Pattern
  - Conflict Habituated
  - Closed /Unchanging/Does Not Heed Warning/Unreasonable

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Characteristics (cont’d)
- Social Harassment
- Storytelling and Contamination
- Crusade-like & No One Knows the Trouble I’ve Seen
- Exclusive Language & View Children in Proprietary Terms
- Cross Programming
- Great Stamina
- Self Perceived Consistency, but Usually Inconsistent
- Higher Rates of Gender Typing
- Pretend to Focus on Children, but are Really Only Capable of Egocentric Activity
- Smoke Screen Allegations
- Excellent at Coaching and Building Parental Networks
- Hold Stereotypical Views of Custody
- They Have Exit Strategies

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Legal Commentary

LYNNE Z. GOLD-BIKIN, ESQ.
The Professional Factor: Enlisting Professional Assistance

- Ability to Differentiate Programming and Brainwashing from Other Social Phenomenon.
- Experience
- Successful Interventions
- Training
- Articulation Skills
- Reputation
- Ethical Considerations
  - Time Frame
  - A Thorough Review
  - Will Exercise Professional Discretion
  - Focus on the Children
  - Objectivity
  - Being Reasonable

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The Professional Factor: Enlisting Professional Assistance (cont’d)

- Knows Their Own Code of Ethics
- Watch Out for Smooth Advertising
- Recommendations from Others
- Willingness to Take a Stance
- Disciplinary Background
- Can Recommend and/or has Experience with Social Interventions

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The Lawyer’s View of Professionals

LYNNE Z. GOLD-BIKIN, ESQ.
The Importance of Social History in a Case

• Research Family

• Historical Realities

• Social Inversions

• Fact Modification

• Examples of Fact vs. Reality

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View on Using Witnesses to Demonstrate Historical Issues

LYNNE Z. GOLD-BIKIN, ESQ.
The Resistance Factor & the Legal System (Plan For It)

<table>
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<th>Different Types of Parental &amp; Child Resistance</th>
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<tbody>
<tr>
<td>➣ Direct Parent-supported Resistance</td>
</tr>
<tr>
<td>➣ Indirect Parent-supported Resistance</td>
</tr>
<tr>
<td>▪ Reinforces Ingroup/Outgroup Boundaries</td>
</tr>
<tr>
<td>▪ Unilateral Scheduling Approach</td>
</tr>
<tr>
<td>▪ Be Honest Approach</td>
</tr>
<tr>
<td>➣ Independent Child Resistance</td>
</tr>
<tr>
<td>▪ Adolescent Years</td>
</tr>
<tr>
<td>▪ Guilt</td>
</tr>
<tr>
<td>▪ They Possess and Believe the Distortions</td>
</tr>
<tr>
<td>▪ They Have Learned Regarding the Target</td>
</tr>
<tr>
<td>▪ Parent</td>
</tr>
<tr>
<td>▪ Who’s the Source Game</td>
</tr>
<tr>
<td>▪ Vacillation</td>
</tr>
</tbody>
</table>

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Guidelines for Judges

- Issue a Timely Ruling
- Limit Evaluation Process Problems
- Keep the Focus
- Explain the Judge’s Order to the Children
- Follow-up Schedule In Order to Measure Compliance
- Articulating the Exact Order
- Develop a Typology of Non-compliant Parents and Their Behaviors

- Don’t Use Terms Such As “Consult” in Reference to Parental Communication or Decision-making
- Explain the Order to the Parents and the Conditions Constituting Non-compliance
- Develop a List of Penalties for Non-compliance
- Identify and Reprimand Surrogate Programmers (Step-parents, Paramours, Grandparents, Step-children)
- Use “Therapy” Sparingly and Precisely
The Lawyer’s Approach to the Court

LYNNE Z. GOLD-BIKIN, ESQ.
Children’s Statements About Their Experiences

EXCERPTED FROM CHILDREN HELD HOSTAGE: DEALING WITH PROGRAMMED AND BRAINWASHED CHILDREN, SECOND EDITION

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Lawyers Interviewing Children and Children In Chambers

LYNNE Z. GOLD-BIKIN, ESQ.
Preparing the Client for Court

- History
- Parental Goals/Philosophy
- Changes Noted
- Availability
- Child Centered Features of Home
- Special Times
- Attempts to Socialize
- Cooperation levels and Types From Other parent
- Contact with Schools, Doctors, Etc.
- Other

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Summary, Q & A: Where Do We Go From Here?

Stanley S. Clawar, Ph.D., C.C.S., D.S.T., F.A.B.S.

- Watch Out For Pseudoscience
  - Phase-In Theory vs. Immersion Debate

- Focus On Specifics

- Proof By Example

- Relational Degradation Or Not?

- Summarize Damages

- Talk to Judges Concern About Major Changes

- Demonstrate Sources Of Damage

- Make Suggestions For Change & Improvements

- Don’t Agree To Open-Ended “Therapy” As A Solution

- “Therapy Must Be Goal-Oriented, Time Bound, and Accountable

- Ask For Monitoring/Follow-Up Progress Assessment

- Penalties for Non-Compliance

© Information derived from Children Held Hostage: Dealing with Programmed and Brainwashed Children by Stanley S. Clawar, Ph.D., C.C.S. and Brynne V. Rivlin, M.S.S., L.C.S.W., M.S.M., Section of Family Law, American Bar Association, 1991 and Second Edition to be Published in Fall 2013.