

Behaviors Checklist

A printable, educational organizing aid for recording observable patterns without treating a checklist as a diagnosis, custody finding, or proof of alienation.

How to use this page

Complete from direct observations and reliable records when possible. Record date, setting, source, and what happened before and after. Do not question a child to fill gaps, coach an answer, or use a marked item as a conclusion. Review the differential and safety questions with a qualified professional.

#	Observable behavior or event	Date / source / setting	Frequency or duration
1	Badmouthing or denigrating the other parent		
2	Interfering with calls, messages, or scheduled contact		
3	Limiting contact with extended family or important relationships		
4	Withholding information about school, health, or activities		
5	Creating loyalty conflicts or asking the child to choose		
6	Sharing adult legal or financial information with the child		
7	Using the child as a messenger or intermediary		
8	Encouraging secrecy about adult conversations or plans		
9	Making repeated allegations without a clear safety assessment		
10	Undermining the other parent's role, rules, or identity		
11	Changing plans in ways that repeatedly disrupt contact		
12	Rewarding rejection or punishing warmth toward the other parent		
13	Treating ordinary developmental preferences as proof of a fixed position		
14	Pressuring the child to repeat a specific explanation		
15	Discouraging the child from expressing mixed or positive feelings		
16	Using relatives, professionals, or public posts to recruit the child		
17	Responding to contact problems with escalating pressure or retaliation		

Context and differential review

■ **The child or another person has raised a safety concern.**

Describe the concern without deciding whether it is true: _____

■ **There are direct records, witnesses, or independent sources to review.**

Sources: _____

■ **The child's developmental, medical, relational, and cultural context has been considered.**

Missing context to seek: _____

■ **Both adults' behavior and the child's direct experience are included.**

What would disconfirm my first interpretation? _____

■ **The next step reduces pressure on the child and stays within legal and professional boundaries.**

Next step: _____

Interpretation guardrail

A checklist organizes observations. It does not establish motive, causation, abuse, alienation, diagnosis, legal admissibility, or a custody outcome. If abuse, neglect, intimidation, coercive control, or other serious harm may be present, pause interpretation and seek appropriate safety support.