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**Instructions for the Baker Model for Identifying Parental Alienation**

Thank you for retaining Dr. Evans as an expert witness for your custody case. We look forward to working with you. This form allows you to organize the events of your case along with documents, images and videos. This will also be included in Dr. Evans’s Expert Disclosure Statement.

This form should be completed and emailed to [drevans@drbobevans.com](mailto:drevans@drbobevans.com) no less than thirty (30) days of Dr. Evans’ expected court appearance. Please only send this document and evidence supporting your allegations when it is complete, not in separate sessions.

**Instructions:**

1. Completely fill out the form with your allegations of parental alienation and evidence to support those allegations.
2. Be sure to concisely list details in the “Evidence” section of the form (i.e, what documents have the specific evidence to show the presence of that factor?).
3. Upload pertinent images, videos and important documents to the portal that has been assigned to you. Consult with your attorney to send documents that may not be listed in this worksheet.
4. Important: Use these tips to help organize the information and save time for Dr. Evans to fully review your file.
   1. Name your files with the appropriate name and the date the activity happened.
   2. Add hyperlinks to these files in the worksheet.
   3. Be thorough when completing this form, we would prefer you take the time to give us all of your examples in one document.
   4. Remember you don’t need to have evidence of all 17 alienating strategies or all 8 alienation symptoms in the children; use N/A if a strategy or symptom doesn’t apply.
5. **Contact Resistance/Refusal**

The child(ren) are resisting you or rejecting you. At a Mild Level they are just resisting being with you, but as you and they spend some time they “warm” up and become normal again. At Moderate Level the resistance is stronger and it takes longer for the child to “warm” up, but as soon as they have to return to the favored parent, their rejection resurfaces. At a Severe Level the children want nothing to do you, from refusing to come out of their room if they visit at all, to not visiting and wishing you were dead, they never loved you, you never did anything kind and/or loving to or with them. This frequently includes your extended family. Evidence could include emails, text messages, audio or video messages, journal entries, etc.

1. **Prior Positive Relationship**

Proof of a prior positive relationship would include photos, videos, mother/father day cards, any documentation of a previously loving relationship.

1. **Abuse/Neglect/Deficient Parenting**

This factor pertains being abusive, neglectful and/or being a poor parent. If there were no allegations of abuse/neglect etc. then simply state that. If there were and these were investigated by child protective agencies, report the findings. Frequently people think this factor is about the alienating parent and how abusive they are. THIS NOT THE CASE, it’s about you. In other words, is the child rejecting you because you were abusive, or neglectful. Many times there are allegations and investigations levied against you, so we need to show the results of those investigations.

1. **Alienating Strategies**

These are the behaviors you allege the favored parent is doing to alienate the children. These are the behaviors of the other parent NOT the children. The evidence can be journal entries, emails, text messages, court transcripts, therapist notes, motions, audio/visual recordings, etc.

1. **The Eight Symptoms of Alienation in Children**

These are the children’s behaviors that you have observed and/or others have reported to you. Evidence can be legally obtained audio/visual recordings, text/email messages, observations by others, etc.

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|  | | **Evidence** |
| **Contact Resistance/Refusal** |  |  |
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| **Prior Positive Relationship** |  |  |
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| **Abuse/Neglect/Deficient Parenting** |  |  |
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| **Alienating Strategies** |  |  |
| **Badmouthing** Alienating parent (AP) uses verbal and non-verbal communications that conveys the targeted parent (TP) is unloving, unsafe, and unavailable. Existing flaws are exaggerated, and non-existent flaws are manufactured. Statements are made frequently, intensely, with great sincerity, and unbalanced by anything positive. |  |  |
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| **Limiting contact** The AP violates parenting plans and/or takes advantage of ambiguities in the plan to maximize time with the child. The TP has fewer opportunities to counter the badmouthing message, leading to the attenuation of the parent-child attachment relationship. The child acclimates to spending less time with the TP and the court might even reward the AP by instituting the new "status quo" as the permanent schedule. |  |  |
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| **Interfering with communication** The AP demands constant access to the child when the child is with the TP but does not reciprocate when the child is with him/her. Phones are not answered, e-mail messages are blocked, and messages are not forwarded. The TP has fewer opportunities to be a part of the child's daily world and share with the child the small moments that make up a child's life. |  |  |
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| **Interfering with symbolic communication** Thinking about, talking about, and looking at pictures of a parent while away can help a child feel close and connected to an absent parent. The AP creates an environment in which the child does not feel free to engage in these activities with respect to the TP. Alienating parents, however, are able to make their presence felt to the child even when the child is with the TP. The child is preoccupied with thoughts of the AP, making frequent calls to check in, following rules imposed by the AP, worrying that the AP will be upset or angry. The child's mind and heart are preoccupied with the AP and there is no room left for the child's thoughts and feelings about the TP. |  |  |
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| **Withdrawal of love** APs make their approval of paramount importance to the child; so much so that the child would do anything to avoid the loss of love that is experienced when the child has disappointed or angered that parent. Typically, what angers and hurts the AP most is the child's love and affection for the TP. Thus, in order to secure the love of one parent, the child must relinquish the love of the other. Although this is not something likely to be explicit to the child, it will be apparent to the TP that the child lives in fear of losing the AP's love and approval. |  |  |
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| **Telling the child that the TP is dangerous** A particular form of badmouthing, this involves creating the impression in the child that the TP is or has been dangerous. Stories might be told about ways in which the TP has tried to harm the child, about which the child has no memory but will believe to be true nonetheless, especially if the story is told often enough. |  |  |
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| **Forcing child to choose** The AP will exploit ambiguities in the parenting plan and create opportunities to seduce/compel the child away from the TP by scheduling competing activities and promising valued items and privileges. If both parents are present at the same event/location the child will favor the AP and ignore or be rude to the TP. |  |  |
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| **Telling the child that the TP does not love him or her** Another specific form of badmouthing occurs when the AP allows or encourages the child to conclude that the TP does not love him or her. The AP might make statements that conflate the end of the marriage with the end of the parent's love of the child (i.e. Mommy left us, or Daddy doesn't love us anymore). The AP will foster the belief in the child that she is being rejected by the TP and distort every situation to make it appear as if that is the case. |  |  |
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| **Confiding in the child** The AP will involve the child in discussions about legal matters and share with the child personal and private information about the TP that the child has no need to know. The AP will portray him/herself as the victim of the TP, inducing the child to feel pity for and protective of the AP, and anger and hurt toward the TP. The confidences are shared in such a way as to flatter the child and appeal to his/her desire to be trusted and involved in adult matters. |  |  |
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| **Forcing child to reject the TP** APs create situations in which the child actively rejects the TP, such as calling the TP to cancel upcoming parenting time or request that the TP not attend an important school or athletic event. Not only is the TP being denied something that s/he truly desires but s/he is being delivered the news by the child, leading to feelings of hurt and frustration. The TP may respond by lashing out at the child, further damaging their already fragile relationship. Further, once children have hurt a parent, the alienation will become entrenched as the child justifies his/her behavior by devaluing the TP. |  |  |
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| **Asking the child to spy on the TP**  TPs usually have information in their files, desk or computer that is of interest to the AP, such as paystubs, receipts, legal documents, medical reports, and so forth. An AP might suggest directly to a child or hint that the TP has information that he/she is not sharing with the AP. The AP will likely create the impetus in the child by linking the information to the child’s desires (ie. If we knew whether Daddy got a raise we could ask for more money and buy a new dog for you). Once children betray a parent by spying on them, they will likely feel guilty and uncomfortable being around that parent, thus furthering the alienation. |  |  |
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| **Asking the child to keep secrets from the TP** The AP will ask or hint that certain information should be withheld from the TP in order to protect the child's interests. Such as, "If Mommy knew that we were planning on taking a trip she would take me to court and try to stop it. Let's not tell her until Saturday, when it will be too late for her to interfere." Like spying, keeping secrets creates psychological distance between the TP and the child, who may feel guilty and uncomfortable with the TP. Obviously, when the TP discovers that the child withheld the information, the parent will be hurt and/or angry at the child. |  |  |
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| **Referring to the TP by first name** Rather than saying "Mommy/Daddy" or "Your Mommy/Your daddy" the AP will use the first name of the TP when talking about that parent to the child. This may result in the child referring to the TP by first name as well. The message to the child is that the TP is no longer someone whom the AP respects as an authority figure for the child and no longer someone who has a special bond with the child. By referring to the TP by first name, the AP is demoting that parent to the level of a peer or neighbor. |  |  |
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| **Referring to a step­ parent as  "Mom" or "Dad" and encouraging child to do the same** Once the AP is remarried, s/he will speak of the new partner as if that parent were the only mother/ father of the child. This parent will be introduced to others (teachers, coaches, parents of friends) as the "mother/father" rather than as the stepparent. The AP will refer to that parent as the mother/father to the child and create the expectation that the child will do so as well. If the TP should find out that the child is doing this, she will be hurt and angry with the child. |  |  |
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| **Withholding medical, academic, and other important information from TP/keeping TP's name off medical, academic, and other relevant documents** All important forms from school, sports, religious education, and so forth ask for information about the child's mother and father. The AP will not provide information about the TP in the appropriate place on the form and may not include the information at all. In this way, the TP will be at a decided disadvantage in terms of accessing information, forging relationships, being contacted in emergencies, being invited to participate, being provided with changes in schedules/locations, and so forth. Further, the AP will not provide the TP with schedules, reading lists, notices, and the like from the school, coach, doctor, and so forth. Taken together, these twin strategies marginalize the TP in the eyes of the child and important adults in his/her life. They also make it considerably more difficult for the TP to be an active and involved parent. |  |  |
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| **Changing child's name to remove association with TP.** If the AP is the mother, she may revert to using her maiden name after the divorce and will use that name for her children as well. If the AP is a mother and she remarries, she will assume the surname of her new husband and will use that new surname for her children as well. If the AP is the father, he may start referring to the child with a new nickname (convincing the child that s/he has always been called by this name) and in this way forge a new identity for the child in which the AP is the most important parent. The TP may feel distant and awkward with the child who now refers to him- or herself with a new name. The TP may feel that the name change represents a rejection of him/her and will experience hurt, sadness, and frustration because of that. |  |  |
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| **Cultivating dependency/undermining the authority of the TP**           Alienated children often speak of the AP as if that parent dependency/undermining were perfect, exceptional, and in every way above reproach. They also behave as if they are dependent on that parent in a way that is not necessary or appropriate given their age and life experience. APs are able to develop dependency in their children rather than (as is typical of non-alienating parents) help their children develop self-sufficiency, critical thinking, autonomy, and independence. At the same time, they will undermine the authority of the TP in order to ensure that the child is loyal to only one parent. Examples include instituting rules that the child must follow even when with the TP, and mocking or overwriting the rules of the TP. The AP becomes elevated in the eyes of the child while the TP becomes less important and less meaningful. |  |  |
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| **Eight Symptoms of Alienation in Children** |  |  |
| **Campaign of denigration against the target parent**.  The child often presents complaints in a litany, some trivial, many false or irrational. The child often denies ever having experienced good times with the target parent when that is clearly not the case. Alienated children are likely to eschew the potential for reconciliation. |  |  |
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| **Frivolous rationalizations for the child’s criticism of the target parent**.  The child’s reactions of hatred or disdain are unjustified and disproportionate  to the circumstances they describe. They may claim to be fearful, but they do so easily and without typical fear reactions. |  |  |
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| **Lack of ambivalence**.  The child manifests all-or-none thinking, idealizing the alienating parent and devaluing the target parent. |  |  |
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| **Independent-thinker phenomenon**.  The child proudly states the decision to reject the target parent is his or her own, not influenced by the alienating parent. |  |  |
| **Reflexive support of the alienating parent against the target parent**.  The child immediately and automatically takes the alienating parent’s side in a disagreement. |  |  |
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| **Absence of guilt over exploitation and mistreatment of the target parent**.  The child may be oppositional, rude, disrespectful, and even violent toward the target parent and shows little or no remorse for those behaviors. |  |  |
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| **Borrowed scenarios**.  The child makes rehearsed statements that are identical to those made by the alienating parent. Younger siblings may mimic what they have heard their older sibling say. They usually are unable to elaborate on the details of the events they allege. |  |  |
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| **Spread of the child’s animosity toward the target parent’s extended family**.  Expressed feelings and hatred often include the extended family or friends of the target parent, even when the child has had little or no contact with them. Occasionally, the child’s hatred extends to pets of the target parent. |  |  |