

CHANGES IN RESIST-REFUSE DYNAMICS CHECKLIST (CRDC)

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Rejected/Resisted Parent's (RP's) Name _____
 Favored Parent's (FP's) Name _____
 Child's Name, Age, & DOB (Please Use One Form Per Child.) _____
 Name of Rater: _____ Rater is (Circle one.): Family Therapist/ Parent Coordinator/Case Manager /Judge
 Date Form Filled Out: _____

A. FOR THE CHILD

(i) Behavioral Indices For The Child (Rejected Parent).	(RP)				
	N	R	S	O	VO
1. Child greets the parent in a friendly manner (e.g. at minimum child says hello).					
2. Child has ongoing contact with parent without signs of resistance.					
3. Child can comfortably sit in a room with parent.					
4. Child participates in activities with parent (e.g. plays games, goes places like movies, builds with Legos, etc.).					
5. Child engages in spontaneous conversations with parent.					
6. Child engages in respectful conversations with parent.					
7. Child seeks/maintains relationships with the parent's extended family.					
8. Child does homework with parent.					
9. Child accepts reasonable limit setting by parent.					
10. While with the parent, child freely talks about their experiences while in the other parent's care.					
11. While with the parent, child speaks positively about the other parent.					
12. Child seeks out the parent's advice with specific problems or issues.					
(i) Behavioral Indices For The Child (Favored Parent).	(FP)				
	N	R	S	O	VO
1. Child greets the parent in a friendly manner (e.g. at minimum child says hello).					
2. Child has ongoing contact with parent without signs of resistance.					
3. Child can comfortably sit in a room with parent.					
4. Child participates in activities with parent (e.g. plays games, goes places like movies, builds with Legos, etc.).					
5. Child engages in spontaneous conversations with parent.					
6. Child engages in respectful conversations with parent.					
7. Child seeks/maintains relationships with the parent's extended family.					
8. Child does homework with parent.					
9. Child accepts reasonable limit setting by parent.					
10. While with the parent, child freely talks about their experiences while in the other parent's care.					
11. While with the parent, child speaks positively about the other parent.					
12. Child seeks out the parent's advice with specific problems or issues.					
(ii) Emotional Indices For The Child (Rejected Parent).	(RP)				
	N	R	S	O	VO
1. Child spontaneously displays affection towards parent in front of other parent.					
2. Child is comfortable being engaged in activity with parent at same time they are in front of other parent.					
3. Child is comfortable sharing feelings with the parent (e.g. worries, needs, fears, etc.).					
4. Child approaches parent for comfort.					
5. Child displays affection towards parent (e.g. sitting appropriately close-by, age-appropriate hugging, cuddling).					
(ii) Emotional Indices For The Child (Favored Parent).	(FP)				
	N	R	S	O	VO
1. Child spontaneously displays affection towards parent in front of other parent.					
2. Child is comfortable being engaged in activity with parent at same time they are in front of other parent.					
3. Child is comfortable sharing feelings with the parent (e.g. worries, needs, fears, etc.).					
4. Child approaches parent for comfort.					
5. Child displays affection towards parent (e.g. sitting appropriately close-by, age-appropriate hugging, cuddling).					

Deutsch, R. Drozd, L., & Ajoku, C. (2020). Trauma-informed interventions in parent-child contact cases, In B. Fidler & N. Bala (Eds), Parent-child contact problems: Concepts, controversies & conundrums. Family Court Review, vol 58(2).

(ii) Cognitive Indices For The Child (Rejected Parent).	(RP)				
	N	R	S	O	VO
1. Child has some age-related capacity to see the “good” and the “bad” in parent.					
2. Child demonstrates age-appropriate capacity for seeing different perspectives as new situations arise, both within the family and within the child’s social relationships.					
(iii) Cognitive Indices For The Child (Favored Parent).	(FP)				
N	R	S	O	VO	
1. Child has some age-related capacity to see the “good” and the “bad” in parent.					
2. Child demonstrates age-appropriate capacity for seeing different perspectives as new situations arise, both within the family and within the child’s social relationships.					

B. ABOUT EACH PARENT

(i) Behavioral Indices About Each Parent (Rejected Parent).	(RP)				
	N	R	S	O	VO
1. Parent supports the child’s relationship with other parent.					
2. Parent consistently maintains positive support for other parent’s involvement in child’s life.					
3. Parent demonstrates ability to understand/accept the child without blaming.					
4. Parent expresses hope that the child will have the best possible relationship with other parent.					
5. Parent does <u>not</u> tell or convey indirectly to the child any negative views of other parent.					
6. Parent takes responsibility for his/her role in causing disruption of the child’s relationship with other parent.					
7. Parent includes other parent in child’s life (e.g., medical, academic, social).					
8. Parent complies with the court-ordered parenting plan.					
9. Parent can be at the same activity with other parent.					
10. Parent communicates directly with other parent, rather than expecting child to carry messages back & forth.					
11. Parent communicates respectfully with other parent.					
12. Parent greets other parent cordially during transitions in front of child.					
13. Parent demonstrates good emotional boundaries with child.					
14. Parent supports the child’s activities by ensuring child attends the activity.					
15. Parent supports child’s social relationships with peers.					
16. Parent redirects child to discuss any complaints/commentary/concerns about other parent with that parent.					
17. Parent demonstrates reasonable progress towards treatment goals.					
18. Parent demonstrates in observable actions the ability to <u>not</u> expose their child to their own negative beliefs & fears about the other parent.					

(i) Behavioral Indices About Each Parent (Favored Parent).	(FP)				
	N	R	S	O	VO
1. Parent supports the child’s relationship with other parent.					
2. Parent consistently maintains positive support for other parent’s involvement in child’s life.					
3. Parent demonstrates ability to understand/accept the child without blaming.					
4. Parent expresses hope that the child will have the best possible relationship with other parent.					
5. Parent does <u>not</u> tell or convey indirectly to the child any negative views of other parent.					
6. Parent takes responsibility for his/her role in causing disruption of the child’s relationship with other parent.					
7. Parent includes other parent in child’s life (e.g., medical, academic, social).					
8. Parent complies with the court-ordered parenting plan.					
9. Parent can be at the same activity with other parent.					
10. Parent communicates directly with other parent, rather than expecting child to carry messages back & forth.					
11. Parent communicates respectfully with other parent.					
12. Parent greets other parent cordially during transitions in front of child.					
13. Parent demonstrates good emotional boundaries with child.					
14. Parent supports the child’s activities by ensuring child attends the activity.					
15. Parent supports child’s social relationships with peers.					
16. Parent redirects child to discuss any complaints/commentary/concerns about other parent with that parent.					
17. Parent demonstrates reasonable progress towards treatment goals.					
18. Parent demonstrates the ability to <u>not</u> expose their child to their own negative beliefs & fears about the other parent.					

(ii) Emotional Indices About Each Parent (Rejected Parent).	(RP)				
	N	R	S	O	VO
1. Parent demonstrates the ability to emotionally regulate.					
2. Parent demonstrates flexibility in their emotional responses.					
3. Parent is able to differentiate their emotions from their child's feelings.					
4. Parent demonstrates sensitivity & empathy regarding their child's experiences.					
5. Parent supports other parent's autonomy with the child.					
(ii) Emotional Indices About Each Parent (Favored Parent).	(FP)				
	N	R	S	O	VO
1. Parent demonstrates the ability to emotionally regulate.					
2. Parent demonstrates flexibility in their emotional responses.					
3. Parent is able to differentiate their emotions from their child's feelings.					
4. Parent demonstrates sensitivity & empathy regarding their child's experiences.					
5. Parent supports other parent's autonomy with the child.					
(iii) Cognitive Indices About Each Parent (Rejected Parent).	(RP)				
	N	R	S	O	VO
1. Parent accepts that the child wants to have contact with both parents (without raising the past and reverting to blaming the child's prior hostility/rejection on the other parent).					
2. Parent accepts that relationship with other parent is important for child and does <u>not</u> revert to past beliefs.					
3. Parent demonstrates an ability to separate his/her own negative thoughts and feelings about the other parent from the child's needs to have a relationship with other parent (e.g. statements such as "your other parent left us" are absent).					
(iii) Cognitive Indices About Each Parent (Favored Parent).	(FP)				
	N	R	S	O	VO
1. Parent accepts that the child wants to have contact with both parents (without raising the past and reverting to blaming the child's prior hostility/rejection on the other parent).					
2. Parent accepts that relationship with other parent is important for child and does <u>not</u> revert to past beliefs.					
3. Parent demonstrates an ability to separate his/her own negative thoughts and feelings about the other parent from the child's needs to have a relationship with other parent (e.g. statements such as "your other parent left us" are absent).					

Overview of the Checklist.

The Changes In Resist-Refuse Dynamics Checklist (CRDC) is a checklist designed to give professionals guidelines through which to observe, assess, and understand the behavioral, emotional and cognitive changes that need to occur to resolve these parent-child contact problems.

- It is important to note that the CDRC should not replace a comprehensive screening of violence.
- The CDRC is not a diagnostic tool.
- The CDRC may work best when combined with other tools for assessment.
- The CDRC should only be used by trained professionals.
- The CDRC may not be appropriate for use with all cases.

Instructions for completing the CDRC.

Please fill in the names of the Rejected/Resisted Parent's (RP) and the Favored Parent (FP) in the chart below. For each item below, please indicate in the last three months whether the item has occurred N=Never, R=Rarely S=Seldom, O=Occasionally, VO=Very Often. There are no wrong answers. Please complete this to the best of your knowledge. If you don't know, please leave your answer blank.

Dimensions of the CDRC.

The CDRC has two sections: (1) the child; and (2) the parent. Each section is divided into behavioral, emotional and cognitive indices. In turn, each section is sub-divided into a part for the favored parent and a part for the rejected parent to fill out.

Scoring the CDRC.

This rating form is designed to be filled out by a professional who has observed (or heard testimony about) the parent-child interactions. This form is not designed to be scored.

Application of the CDRC.

The use of the CDRC is for trained professionals (i.e., therapists, attorneys and judges). Should a professional wish for a parent to fill out the form, it will need to be adapted and personalized. The professional may use this checklist to set treatment goals and to facilitate a discussion with each parent about their measures of progress with their child(ren). For example, this might be filled out at the start, at various stages during, and at the end of therapy.