COMPASS 2026 - Relocation Interview Guide
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Purpose

- Gather balanced, concrete, child-centred evidence to inform professional ratings of all 35 COMPASS statements. Questions are prompts, not a validated instrument or a substitute for clinical/forensic judgment.

Case identifier	Child age(s)	Proposed move / date
Interviewer / date	Respondent / role	Interview method / interpreter

Interview safeguards and use

- Interview each parent separately when appropriate and each child privately in a developmentally suitable setting. Explain confidentiality and its limits, including mandatory reporting and safety exceptions.
- Use open prompts first; do not ask the child to choose a parent or prove an adult's allegation. Offer "I don't know," "both," "neither," and "I don't want to answer" as valid responses.
- For young children use routines, drawings, calendars and concrete examples; for adolescents explore autonomy, friendships, identity, schedules and practical knowledge. Avoid repetitive questioning.
- Assess family violence, coercive control, intimidation and child maltreatment separately and safely. Do not presume equal parental involvement is appropriate where there are substantiated safety risks.
- For every prediction, compare a move and no-move scenario; identify the actual change, the evidence for it, possible risks, protective factors, and uncertainties. Do not interpret a child's preference as dispositive.
- COMPASS response anchors: 1 Strongly agree; 2 Agree; 3 Neutral; 4 Disagree; 5 Strongly disagree. The 35 items include both benefit- and risk-worded statements; do not simply total the numbers as a measure of relocation benefit.

Initial context interview (both parents)

- Who would move, who would remain, and what alternative living arrangements have been considered?
- What is the precise proposed destination, distance, timing, duration, reason, and legal/consent status?
- Describe current residence, caregiving schedules, parenting responsibilities, and child routines, using a typical two-week calendar.
- What would happen if permission to relocate is granted? What would happen if it is not granted? Be specific about where each adult and child would live.
- What plans have been discussed with the child? What documents and outside sources can verify material claims?

How to use the mapped questions

- For each numbered COMPASS item, ask the parent question of each parent independently; ask the child question only where developmentally appropriate and safe. Probe for examples,

timelines and differences between the relocation and non-relocation scenarios. Record exact words for key child statements.

Parent–Child Relationship Continuity

Item / COMPASS focus	Parent interview prompt (both parents)	Child interview prompt (adapt by age)
1. Strong and stable relationship with nonmoving parent	Describe a typical week of the child's contact and caregiving with the other parent. What has changed over time? **Additional probes:** • Which caregiving tasks does each parent actually perform (homework, health care, bedtime, activities)? • How does the child seek comfort or support from this parent during difficulties? • What evidence beyond either parent's account reflects the quality and reliability of the relationship?	What do you enjoy doing with [parent]? When do you see or talk with them? **Additional probes:** • Who helps you when you are sick, worried, or have homework? • What is a normal day with this parent like? • Are there things you wish you could do together more often?
2. Reduction in routine contact	Compare current weekly routines with the proposed schedule, including ordinary school days and activities. **Additional probes:** • How many school-day visits, overnights and spontaneous interactions would be lost per month? • Would the change differ during term time, holidays, birthdays or emergencies? • What alternative schedules have both parents realistically considered?	If you moved, what everyday things with [parent] would be different or missed? **Additional probes:** • What ordinary things might you miss doing together? • What would you want to keep doing even if you lived farther away? • How would birthdays and school events work?
3. Meaningful contact remains feasible	Walk through a realistic school-week, weekend and holiday contact plan; include barriers and backups. **Additional probes:** • What specific in-person schedule has been proposed, including dates and duration? • How would contact continue during illness, bad weather,	How would you spend time with [parent] if you lived farther away? What might be hard? **Additional probes:** • When would you see them in person? • How would you share everyday news or get help between visits? • What would make staying connected easier or harder?

Item / COMPASS focus	Parent interview prompt (both parents)	Child interview prompt (adapt by age)
	cancellations or financial strain? • What past evidence shows that both adults can follow through on arrangements?	
4. Relationship with relocating parent improves	What specific change in available time, stress or care would improve your relationship? What evidence supports it? **Additional probes:** • What actual change in time, stress, routines or parental availability would strengthen this relationship? • What might become more difficult even if the move benefits the parent? • What does the child say about this relationship now?	What might be better or harder about time with [moving parent] after a move? **Additional probes:** • What might be different about time with the parent you would live with? • What do you think would stay the same? • Is there something you hope gets better?
5. Strengthen support from caregivers	Who currently provides reliable emotional and practical care? How would this network change? **Additional probes:** • List the child's dependable caregivers in both locations and their availability. • Who provides emotional support, disability-related care or crisis help now and after the move? • What support would the child lose and who would replace it?	Who helps you feel safe and supported now? Who would help after moving? **Additional probes:** • Who are your safe people when you need help? • Who would be there in the new place? • Who would you miss having nearby?

Follow-up probes: What happened? When and how often? Who observed it? What would change if the move did not happen? What would help reduce risk?

Child Psychological and Emotional Adjustment

Item / COMPASS focus	Parent interview prompt (both parents)	Child interview prompt (adapt by age)
6. Emotional stability during family transitions	How has the child reacted to prior separation, schedule changes or stressful events? Give concrete examples. **Additional probes:** • Describe sleep, mood, behaviour and functioning	When big things change, what do you feel and what helps you? **Additional probes:** • How do you know when you feel stressed? • What has helped when routines changed before?

Item / COMPASS focus	Parent interview prompt (both parents)	Child interview prompt (adapt by age)
	before and after earlier family changes. • Which reactions were short-lived and which persisted? • Were there other stressors that might explain the changes?	• Who notices and helps when things get hard?
7. Resilience during earlier changes	Describe prior moves or school/household transitions and the support required to adjust. **Additional probes:** • What previous changes are genuinely comparable to this proposed move? • What strengths and supports helped the child adjust, and what did not help? • How long did adjustment take and how was it measured?	Have you changed homes or schools before? What was easy or difficult? **Additional probes:** • Tell me about a change you got used to over time. • What was still hard after a while? • What would help you this time?
8. Move reduces stress or emotional strain	What current stressors would actually lessen, for whom, and how soon? **Additional probes:** • Which current stressors would actually be reduced by moving, and why? • Would improvements depend on assumptions about work, housing, schooling or conflict? • What stressors could be reduced without moving?	What worries you now? Do you think moving would change any of those worries? **Additional probes:** • What feels stressful or calm about your life now? • What do you think might feel easier in the other place? • What might still be hard?
9. Move increases stress or adjustment difficulties	What new worries, losses, uncertainty or care needs might result? **Additional probes:** • What new losses, uncertainties or demands might affect this child specifically? • How might the move interact with anxiety, grief, trauma, neurodivergence or health needs, if present? • What monitoring and support plan would identify emerging difficulties?	What do you think would be the hardest part of moving? **Additional probes:** • What parts of moving are you worried or uncertain about? • What might you miss most? • If the move became hard, what would you want adults to do?
10. Capacity to adapt	What coping skills, developmental needs and supports help the child handle a move?	When something new is hard, who or what helps you get used to it? **Additional probes:**

Item / COMPASS focus	Parent interview prompt (both parents)	Child interview prompt (adapt by age)
	Additional probes: • What has the child demonstrated about adapting, rather than what you hope will happen? • What age-related and individual needs require additional preparation? • What contingency plan exists if adaptation is slower than expected?	• What do you think you could handle well? • What would you need help with? • How would grown-ups know when you needed a break or support?

Follow-up probes: What happened? When and how often? Who observed it? What would change if the move did not happen? What would help reduce risk?

Interparental Conflict and Safety Context

Item / COMPASS focus	Parent interview prompt (both parents)	Child interview prompt (adapt by age)
11. Conflict affects child wellbeing	Without asking the child to take sides, describe conflict exposure and its effects on sleep, mood or routines. **Additional probes:** • Identify specific behaviour, frequency, proximity and consequences of adult conflict. • What evidence shows effects on the child, and what alternative explanations exist? • How are exchanges and communication currently managed?	Do grown-up disagreements ever make things difficult or upsetting for you? You do not have to give details. **Additional probes:** • Do adult disagreements ever change your plans or make you feel uncomfortable? • What happens when the adults disagree about your schedule? • Is there anything you want adults to do differently?
12. Move reduces exposure to conflict	How would the proposed arrangement change actual exposure to arguments, intimidation or disrupted exchanges? **Additional probes:** • Which concrete situations of conflict would stop after the move and which could continue remotely? • Could conflict during travel or calls replace conflict at exchanges?	What would help home and visits feel calmer? **Additional probes:** • What might make changeovers or conversations feel easier? • What would help you avoid hearing arguments? • Who could help if adults did not get along?

Item / COMPASS focus	Parent interview prompt (both parents)	Child interview prompt (adapt by age)
	• What other protective strategies have been considered?	
13. Move intensifies parental conflict	What disputes could arise over travel, decisions, contact or money? How would they be resolved? **Additional probes:** • What dispute points could arise over flights, cancellations, schedules or costs? • How did parents manage prior disagreements involving distance or travel? • What dispute-resolution process is safe and realistic in this case?	Are there things about the possible move that adults disagree about that worry you? **Additional probes:** • How do you think adults might handle changes to travel plans? • What would help you not be the messenger between adults? • What would you want them to do if a plan changed?
14. Safety concerns in current setting	Ask privately about threats, abuse, coercion, neglect and protective orders; assess immediate safety and safe contact pathways. **Additional probes:** • Ask privately about intimidation, threats, coercive control, abuse and child protection issues using appropriate protocols. • What safety concerns are current, historical or alleged; what corroboration or safety documentation exists? • What precautions are needed for interviews, exchanges, addresses and communication?	Do you feel safe where you live and during visits? Is there anything you want me to know to help keep you safe? **Additional probes:** • Do you feel safe at home and when going between homes? • Is there anywhere or with anyone you feel unsafe? • Is there a trusted adult you would like to talk with?
15. Move improves safety or stability	What specific safety risks would change, and what protections or new risks exist at destination? **Additional probes:** • What hazards would be reduced by relocation and what new vulnerabilities might arise? • Would protection require confidential location, supervised contact or other safeguards?	Where do you feel safe? What would need to happen for you to feel safe in either place? **Additional probes:** • What helps you feel safe in each place? • What would have to be true for a new place to feel safe? • Who could you ask for help there?

Item / COMPASS focus	Parent interview prompt (both parents)	Child interview prompt (adapt by age)
	• What safety outcome is documented rather than merely anticipated?	

Follow-up probes: What happened? When and how often? Who observed it? What would change if the move did not happen? What would help reduce risk?

Educational and Developmental Environment

Item / COMPASS focus	Parent interview prompt (both parents)	Child interview prompt (adapt by age)
16. Current school integration	Describe attendance, achievement, services, friendships, teacher relationships and school engagement. **Additional probes:** • Describe attendance, academic progress, special education and social belonging over the past year. • What support is offered by teachers, coaches or school counsellors? • Which services or accommodations are essential to preserve?	What do you like about your school? Who helps you there? **Additional probes:** • What is a good school day like for you? • Where or with whom do you feel you belong at school? • What support would you not want to lose?
17. Improved educational opportunities	Identify actual destination school, program availability, enrollment and supports; compare with current school. **Additional probes:** • Compare actual curricula, programs, accessibility, enrolment eligibility and classroom supports. • Which claimed improvements are verified by school records or meetings? • What opportunity is unavailable locally, and how important is it to this child?	What do you know about the new school? What sounds good or uncertain? **Additional probes:** • What is important to you about a school? • What do you know about the proposed school? • What would you want to ask a new teacher or student?
18. Disruption to schooling	What instruction, assessments, services, activities or accommodations could be interrupted? **Additional probes:** • What changes to curriculum, grading, supports,	What would you miss or worry about if you had to change schools? **Additional probes:** • What would be hardest about changing schools?

Item / COMPASS focus	Parent interview prompt (both parents)	Child interview prompt (adapt by age)
	examinations or extracurricular participation would occur? • How might timing affect exam periods or school transitions? • What transition plan would address gaps in learning or services?	• What projects, teams or activities would you have to leave? • What would help you settle in?
19. Timing matches school transitions	Why this date? Compare alternatives around terms, exams, graduations or developmental transitions. **Additional probes:** • What is the child's actual school-year calendar and next natural transition point? • Is there flexibility to delay or phase the move? • How would the timing affect siblings or assessment/support plans?	When would changing schools feel easiest or hardest? Why? **Additional probes:** • When would changing schools feel easier or harder? • Are there events this year you would want to finish? • What would help you prepare?
20. Educational continuity feasible	Explain records transfer, services, transportation, curriculum and contingency if placement falls through. **Additional probes:** • Are equivalent learning supports confirmed and available at the destination? • How would records, transport, therapies and services transfer without gaps? • Who will check progress three and six months after the move?	What would help you keep learning and doing the activities important to you? **Additional probes:** • What makes learning easier for you now? • Who would help you with schoolwork in a new place? • How would you know school was going okay?

Follow-up probes: What happened? When and how often? Who observed it? What would change if the move did not happen? What would help reduce risk?

Social Relationships and Support Networks

Item / COMPASS focus	Parent interview prompt (both parents)	Child interview prompt (adapt by age)
21. Current friendships and peers	Who are the child's important friends and community connections, and how frequent is contact? **Additional probes:**	Who are the friends or people you most like spending time with? **Additional probes:** • Who do you turn to for fun or support?

Item / COMPASS focus	Parent interview prompt (both parents)	Child interview prompt (adapt by age)
	• Map close friendships, teams, mentors, faith/cultural connections and frequency of contact. • Which relationships offer practical emotional support? • How does the child behave when peer contact is interrupted?	• What groups or activities feel like your community? • Who would you want to stay close to?
22. Disruption to peer relationships	Which relationships and activities would be lost or changed? How could they continue realistically? **Additional probes:** • Which connections depend on geographic proximity rather than digital contact? • What realistic visits or shared activities could continue? • How would the child handle important milestones or loss of belonging?	Who would you miss? How could you stay in touch, if you wanted to? **Additional probes:** • Who might be hardest not to see often? • Would messages or video calls feel like enough? • What would you want adults to understand about your friends?
23. Support at destination	Name actual trusted relatives, peers, neighbours, mentors and community groups; clarify availability. **Additional probes:** • Name actual support people at the destination and describe their relationship with the child. • What are their availability, reliability and ability to help with everyday care? • What cultural, linguistic or community supports would be accessible?	Do you know anyone where you might move? Who could help you settle in? **Additional probes:** • Who do you already know in the new place? • What would you like to do there? • Who could help you make friends or feel included?
24. Ability to form new friends	What has happened when the child entered new groups before, and what supports helped? **Additional probes:** • What past experiences demonstrate ability to make and sustain friendships? • Did earlier moves lead to isolation, bullying or improved connections?	When you meet new people, how do friendships usually start for you? **Additional probes:** • How have you made friends before? • What helped and what did not? • What could adults do to help you meet people?

Item / COMPASS focus	Parent interview prompt (both parents)	Child interview prompt (adapt by age)
	• Which individual supports make successful peer transitions more likely?	

Follow-up probes: What happened? When and how often? Who observed it? What would change if the move did not happen? What would help reduce risk?

Economic and Environmental Stability

Item / COMPASS focus	Parent interview prompt (both parents)	Child interview prompt (adapt by age)
25. Housing stability improves	Compare housing security, occupancy, privacy, accessibility and likely duration in both locations. **Additional probes:** • Compare lease or ownership, affordability, overcrowding, space, accessibility and duration. • What could threaten housing security under either scenario? • What concrete documents substantiate the new housing arrangement?	What do you like about your home? What would a new home need to feel comfortable? **Additional probes:** • What do you need at home to sleep, play and feel comfortable? • Do you know what the new home would be like? • What would you want to bring with you?
26. Caregiver economic opportunities improve	Describe verifiable job offer, income, hours, childcare and effects on actual caregiver availability. **Additional probes:** • Describe verified job terms, benefits, hours, childcare and commuting time. • How much additional time and financial stability would the child actually receive? • What comparable opportunities exist without relocation?	Would anything change about who is home or who cares for you after school? **Additional probes:** • Who takes care of you before and after school now? • Would that change if you moved? • What would you want more time to do together?
27. Financial strain created	Compare two-household budgets, travel, rent, care, lost income and unpredictable costs. **Additional probes:** • Create a realistic budget including travel, lodging, childcare, two-household costs and emergencies.	Are there activities or visits you worry might become harder to do? **Additional probes:** • Are there activities you want to keep doing? • Would travelling ever interrupt your plans?

Item / COMPASS focus	Parent interview prompt (both parents)	Child interview prompt (adapt by age)
	• What happens if employment ends or travel prices rise? • How might financial strain affect the child's activities or access to care?	• You do not need to solve money problems; what practical changes worry you?
28. Destination services and resources	Verify health care, special education, therapy, transport, language/cultural supports and waiting lists. **Additional probes:** • Specify access to health care, mental health care, disability supports and transport. • What waitlists, language barriers or eligibility restrictions exist? • What resources would the child lose by leaving the current community?	What places or services help you now? What would you want near a new home? **Additional probes:** • Who helps you outside your family when you need something? • What places help you feel part of your community? • What services or activities would you want nearby?

Follow-up probes: What happened? When and how often? Who observed it? What would change if the move did not happen? What would help reduce risk?

Travel and Logistical Feasibility

Item / COMPASS focus	Parent interview prompt (both parents)	Child interview prompt (adapt by age)
29. Practical sustainable travel	Specify actual routes, frequencies, handoffs, supervision, weather and cancellation alternatives. **Additional probes:** • Walk through one actual school-term trip door-to-door, including contingency routes. • Who buys tickets, escorts the child, handles handoffs and emergencies? • How often could the arrangement continue for several years?	What would a trip between homes feel like? What part might be tiring or difficult? **Additional probes:** • Imagine the trip from leaving home to arriving: what would happen? • Which part sounds easy or difficult? • What would you want to bring or know before travelling?
30. Travel cost burdens parents	Who pays airfare, fuel, escort fees, lodging and missed work? What happens when costs rise? **Additional probes:** • Estimate yearly costs and allocation with supporting quotes and income information.	No need to worry about costs. Is there anything about travelling that concerns you? **Additional probes:** • You do not need to worry about paying for visits.

Item / COMPASS focus	Parent interview prompt (both parents)	Child interview prompt (adapt by age)
	• What is the plan if costs increase, jobs change or a parent cannot pay? • How can costs be managed without making the child responsible?	• Is there anything about planning trips that adults should explain to you? • How would you feel if a trip got cancelled?
31. Travel manageable for child	Compare journey duration with age, school, sleep, disability, health and activities. **Additional probes:** • Assess travel against age, sleep, health, school load, disability and extracurricular commitments. • How many hours of transit and recovery would each trip require? • Could escort or rest arrangements meaningfully reduce travel burden?	How do you feel after a long car, train or plane trip? How often could you manage that? **Additional probes:** • How do you feel after a long trip? • Would travel affect school, sleep, sports or time with friends? • What would make it easier?
32. Technology supports contact	Test devices, privacy, internet, child-appropriate schedules, parent help and backup contact. **Additional probes:** • What reliable devices, privacy, connectivity and time zones are available in both homes? • Can the child contact either parent independently and without pressure? • How will missed calls, privacy, supervision and safety concerns be managed?	Do you like phone or video calls? When do they work well or not work well? **Additional probes:** • How do you like to stay in touch with people? • Could you talk privately when you wanted to? • When do calls feel good and when do they feel like a chore?

Follow-up probes: What happened? When and how often? Who observed it? What would change if the move did not happen? What would help reduce risk?

Child Voice

Item / COMPASS focus	Parent interview prompt (both parents)	Child interview prompt (adapt by age)
33. Positive views about move	What has the child spontaneously said for and against the move? Record wording and context. **Additional probes:** • What words did the child use and in what circumstances?	What do you like, dislike or feel unsure about if the move happens? **Additional probes:** • What are you looking forward to, if anything? • What do you wish would not change?

Item / COMPASS focus	Parent interview prompt (both parents)	Child interview prompt (adapt by age)
	• What positive, negative and ambivalent statements have they expressed? • How might adult expectations or information given influence their views?	• Can you feel more than one way about moving?
34. Developmentally informed views	What does the child understand about location, timing, school, contact and alternatives? Avoid coaching. **Additional probes:** • What does the child understand about geography, time, schooling and access to both parents? • What misunderstandings need neutral correction without persuasive coaching? • How do developmental stage and previous experience shape their views?	Can you tell me what you understand might happen if you move or stay? What questions do you have? **Additional probes:** • What do you think a regular week would look like if you moved? • What do you think would happen if you stayed? • What would you like explained more clearly?
35. Preferences considered	How was the child included without being made responsible for choosing between parents? **Additional probes:** • When and how was the child invited to express views without having to choose? • Who will share the child's views and how will adults acknowledge them? • What safeguards prevent the child from feeling responsible for the outcome?	Has anyone asked what matters to you? What do you want the adults deciding this to understand? **Additional probes:** • Have adults asked what matters to you? • Do you feel you can say something different from either parent? • What would you want the people deciding to know?

Follow-up probes: What happened? When and how often? Who observed it? What would change if the move did not happen? What would help reduce risk?

Extended cross-cutting relocation interview

Parent questions: alternatives, history and implementation

- What specific event triggered this relocation proposal, and what options were considered before it?
- If the child stays, where would each adult live and what would the child's routine actually be? If the move occurs, what changes on day one, at six months, and at two years?
- What changes have occurred in the child's location, household composition, parental contact and school since separation? Please give dates.
- What would the other parent identify as the greatest strength and concern in your plan?
- What are the child's non-negotiable routines and relationships, and how would you preserve them?
- What adjustments would you make if relocation is refused or permitted contrary to your preference?
- If the proposed plan does not work, what are the realistic fallback arrangements and who decides when to revisit it?
- What cultural, language, identity or extended-family ties are important to the child in each place?
- How would each option affect the child's access to both parents in ordinary life, not only special visits?
- Which claims are backed by written records, which are estimates, and which are personal impressions?

Child questions: meaning, choices and everyday life

- Tell me about an ordinary weekday and weekend. Which parts would be different if you moved?
- What are three things you would want to stay the same wherever you live?
- Who is important to you in each place, including adults and friends?
- What do you think adults understand well about your life? What might they be missing?
- If things went as well as possible, what would life look like in six months?
- If something was difficult after the move, how could you tell adults safely?
- Do you feel you need to agree with anyone about the move?
- What do you think might happen if the adults choose something different from what you hope?
- Would a map, calendar or drawing help you show me what you mean?
- Is there something you do not know about the plan that you want explained?

Developmental interviewing adaptations

- Ages approximately 4–7: use concrete routines, pictures, play or drawings; keep sessions brief; do not demand abstract predictions.
- Ages approximately 8–12: use a weekly calendar, school and activity comparisons, and support-network mapping; invite both positive and negative feelings.
- Adolescents: explore privacy, peer identity, independence, study/exam schedules, travel responsibility, relationships and long-term plans.
- All ages: avoid repeated leading questions, protect against loyalty pressures, document exact child language where possible, and distinguish what the child knows from what an adult reported.

Closing questions for each parent

- What do you think is the strongest benefit of relocation for this child, and what is the strongest potential cost?
- What is the strongest case against your preferred outcome? What uncertainties remain?
- What accommodations would you make to protect the child's relationships and wellbeing even if the decision goes against you?
- What records or neutral collateral sources would help verify these answers?

Closing questions for children

- What have I not asked that you want the adults to understand?
- What would you want to stay the same whether you move or stay?
- Who could you talk to if you were worried about the decision?
- Is there anything you would prefer I not share word-for-word? Explain any limits on confidentiality before responding.

COMPASS Evidence And Rating Worksheet

Use the actual COMPASS statement when assigning a rating. "Uncertain / missing" is a documentation flag here, not a sixth COMPASS response option. Record discrepancies and provenance; do not silently average differing parent accounts.

Parent–Child Relationship Continuity

#	Evidence supporting / contradicting statement; sources	Rating (1–5) / missing data
1 Strong and stable relationship with nonmoving parent	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
2 Reduction in routine contact	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
3 Meaningful contact remains feasible	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
4 Relationship with relocating parent improves	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
5 Strengthen support from caregivers	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____

Child Psychological and Emotional Adjustment

#	Evidence supporting / contradicting statement; sources	Rating (1–5) / missing data
6 Emotional stability during family transitions	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
7 Resilience during earlier changes	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
8 Move reduces stress or emotional strain	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
9 Move increases stress or adjustment difficulties	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
10 Capacity to adapt	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____

Interparental Conflict and Safety Context

#	Evidence supporting / contradicting statement; sources	Rating (1–5) / missing data
11 Conflict affects child wellbeing	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
12 Move reduces exposure to conflict	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
13 Move intensifies parental conflict	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
14 Safety concerns in current setting	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
15 Move improves safety or stability	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____

Educational and Developmental Environment

#	Evidence supporting / contradicting statement; sources	Rating (1–5) / missing data
16 Current school integration	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
17 Improved educational opportunities	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
18 Disruption to schooling	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
19 Timing matches school transitions	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
20 Educational continuity feasible	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____

Social Relationships and Support Networks

#	Evidence supporting / contradicting statement; sources	Rating (1–5) / missing data
21 Current friendships and peers	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____

#	Evidence supporting / contradicting statement; sources	Rating (1–5) / missing data
22 Disruption to peer relationships	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
23 Support at destination	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
24 Ability to form new friends	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____

Economic and Environmental Stability

#	Evidence supporting / contradicting statement; sources	Rating (1–5) / missing data
25 Housing stability improves	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
26 Caregiver economic opportunities improve	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
27 Financial strain created	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
28 Destination services and resources	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____

Travel and Logistical Feasibility

#	Evidence supporting / contradicting statement; sources	Rating (1–5) / missing data
29 Practical sustainable travel	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
30 Travel cost burdens parents	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
31 Travel manageable for child	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
32 Technology supports contact	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____

Child Voice

#	Evidence supporting / contradicting statement; sources	Rating (1–5) / missing data
33 Positive views about move	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
34 Developmentally informed views	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____
35 Preferences considered	Parent A: _____ Parent B: _____ Child: _____ Records/collateral: _____ Key discrepancy / alternative scenario: _____	Rating: ____ Follow-up: ____

Overall Assessment / Synthesis

COMPASS overall outcome (choose after reviewing all domains):

☐ Likely beneficial overall ☐ Mixed benefits and risks ☐ Significant concerns about relocation

Most important benefits and evidence:

_____

Most important risks, including child-specific vulnerabilities:

_____

Protective factors and mitigations (including travel and safety plans):

_____

Child's views in their own words, developmental understanding and how preferences were considered:

_____

Conflicting accounts, missing records, and alternative explanations:

_____

Comparison of outcomes if relocation occurs versus does not occur:

_____

Key factors influencing overall judgment:

_____