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**Observations Checklist; what to look for in assessing attachment and bonding:  
birth to one year**


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*Does the child...?*

appear alert?

respond to people?

show interest in the human face?

vocalise frequently?

exhibit expected motor development?

signal discomfort?

appear to be easily comforted?

exhibit normal or excessive displeasure?

appear outgoing or seem passive or  
withdrawn?

have good muscle tone?

*Does the parent...?*

respond to the infant's  
vocalisations?

change voice tone when  
talking to or about the  
baby?

engage in face-to-face  
contact with the infant?

exhibit interest in and  
encourage age appropriate  
development?

respond to child's cues?

enjoy close physical  
contact?

demonstrate the ability to  
comfort the infant?

enjoy close physical contact  
with the baby?

initiate close physical  
contact with the baby?

initiate positive interactions  
with the infant?

identify positive qualities in  
the child?

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**Observation Checklist: what to look for in assessing attachment and bonding:  
one to five years**


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*Does the child...?*

explore his/her surroundings?  
 respond positively to parents?  
 keep him/herself occupied?  
 show sign's of reciprocity?  
  
 seem relaxed and happy?  
 look at people when communicating?  
 show emotions in a recognisable  
 manner?  
 react to pain and pleasure?  
 engage in age-appropriate activities?  
  
 use speech appropriately?  
 respond to parental limit setting?  
 demonstrate normal fears?  
 react positively to physical closeness/  
 show a response to separation?  
 note the parent's return?  
 exhibit signs of pride and joy?  
 show signs of empathy?  
  
 show signs of embarrassment, shame or  
 guilt?

*Does the parent?*

use disciplinary measures appropriate for  
 the child's age?  
  
 respond to the child's overtures?  
 initiate affection?  
 provide effective comforting?  
  
 initiate positively 'taking after' a family  
 member?  
 accept expressions of autonomy?  
 seem aware of the child's cues?  
  
 enjoy reciprocal interactions with the  
 child?  
  
 respond to the child's affectionate  
 overtures?  
  
 set age appropriate limits?  
  
 respond supportively when the child  
 shows fear?

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**Observation Checklist: What to look for in assessing attachment and bonding:  
Primary school years**


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*Does the child...?*

behave as though he/she likes  
him/herself?

show pride in accomplishments?

share with others?

accept adult imposed limits?

verbalise likes and dislikes?

try new task?

acknowledge mistakes?

express a wide range of emotions?

establish eye contact?

appear to be developing a  
conscience?

move in a relaxed manner?

smile easily?

look comfortable when speaking  
with adults?

react positively to parent being  
physically close?

have positive interactions with  
siblings and/or peers?

*Does the parent...?*

show interest in the child's school  
performance?

accept expression of negative feelings?

respond to child's overtures?

provide opportunities for child to be with  
peers?

handle problems between siblings with  
fairness?

initiate affectionate overtures?

use disciplinary measures appropriate for  
child's age?

assign the child age-appropriate  
responsibilities?

seem to enjoy this child?

know the child's likes and dislikes?

give clear messages about behaviours  
that are approved or disapproved of?

comment on positive behaviours as well  
as negative?

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**Observations Checklist: what to look for in assessing attachment and bonding: adolescents**


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*Is the adolescent...?*

aware of personal strengths?

aware of personal weaknesses?

comfortable with his/her sexuality?

engaging in positive peer interactions?

performing satisfactorily in school?

exhibiting signs of conscience development?

free from severe problems with the law?

aware of parent's values?

occupied in appropriate way?

accepting of adult-imposed limits?

involved in interest outside the home?

developing goals for the future?

emotionally close to parents?

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*Does the parent..?*

set appropriate limits?

encourage self control?

trust the adolescent?

show interest in and acceptance of adolescent's friends?

display in interest in the teenager's school performance?

exhibit interest in adolescent's activities?

have reasonable expectations regarding chores and household responsibilities?

stand by the adolescent if in trouble?

show affection?

think this child will 'turn out' okay/