

Fahlberg, V.I. (2012). *A child's journey through placement*. London: Jessica Kingsley, pp. 41-44.

Observation Checklist What to Look for in Assessing Attachment and Bonding: Birth to One Year	
Does the child.....?	Does the parent.....?
<i>appear alert?</i>	<i>respond to the infant's vocalization?</i>
<i>respond to people?</i>	<i>change voice tone when talking to or about the baby?</i>
<i>show interest in the human face?</i>	<i>engage in face to face contact with the infant?</i>
<i>track with his eyes?</i>	<i>exhibit interest in and encourage age appropriate development?</i>
<i>vocalize frequently?</i>	<i>respond to the child's cues?</i>
<i>exhibit expected motor development?</i>	<i>demonstrate the ability to comfort the infant?</i>
<i>enjoy close physical contact?</i>	<i>enjoy close physical contact with the baby?</i>
<i>signal discomfort?</i>	<i>initiate positive interaction with the infant?</i>
<i>appear to be easily comforted?</i>	<i>identify positive qualities in the child?</i>
<i>exhibit normal or excessive fussiness?</i>	
<i>appear outgoing or is he passive and withdrawn?</i>	
<i>have good muscle tone?</i>	

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Observation Checklist What to Look for in Assessing Attachment and Bonding: One to Five Years	
Does the child.....?	Does the parent.....?
<i>explore his surroundings?</i>	<i>use disciplinary measures appropriate for the child's age?</i>
<i>respond positively to parents?</i>	<i>respond to the child's overtures?</i>
<i>keep himself occupied?</i>	<i>initiate affection?</i>
<i>show signs of reciprocity?</i>	<i>provide effective comforting?</i>
<i>seem relaxed and happy?</i>	<i>initiate positive interactions with the child?</i>
<i>look at people when communicating?</i>	<i>accept expressions of autonomy?</i>
<i>show emotions in a recognizable manner?</i>	<i>see the child as positively "taking after" a family member?</i>
<i>react to pain and pleasure?</i>	<i>seem aware of child's cues?</i>
<i>engage in age appropriate activities?</i>	<i>enjoy reciprocal interactions with the child?</i>
<i>use speech appropriately?</i>	<i>respond to child's affection?</i>
<i>respond to parental limit setting?</i>	<i>set age appropriate limits?</i>
<i>demonstrate normal fears?</i>	<i>respond supportively when the child shows fear?</i>
<i>react positively to physical closeness?</i>	
<i>show a response to separation?</i>	
<i>note the parent's return?</i>	
<i>exhibit signs of pride and joy?</i>	
<i>show signs of empathy?</i>	
<i>show signs of embarrassment, shame, or guilt?</i>	

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Observation Checklist What to Look for in Assessing Attachment and Bonding: Grade School Years	
Does the child.....?	Does the parent.....?
<i>behave as though he likes himself?</i>	<i>show interest in child's school performance?</i>
<i>show pride in accomplishments share with others?</i>	<i>accept expression of negative feelings?</i>
<i>accept adult imposed limits?</i>	<i>respond to child's overtures?</i>
<i>verbalize likes and dislikes?</i>	<i>provide opportunities for child to be with peers?</i>
<i>try new tasks'?</i>	<i>handle problems between siblings with fairness?</i>
<i>acknowledge his mistakes?</i>	<i>initiate affectionate overtures?</i>
<i>express a wide range of emotions?</i>	<i>use disciplinary measure appropriate for child's age?</i>
<i>establish eye contact?</i>	<i>assign the child age appropriate responsibilities?</i>
<i>exhibit confidence in his own abilities'?</i>	<i>seems to enjoy this child?</i>
<i>appear to be developing a conscience?</i>	<i>know the child's likes and dislikes?</i>
<i>move in a relaxed manner?</i>	<i>give clear messages about behaviors that are approved or disapproved of?</i>
<i>smile easily?</i>	<i>comment on positive behaviors as well as negative?</i>
<i>look comfortable when speaking with adults?</i>	
<i>react positively to parent being physically close?</i>	
<i>have positive interaction with siblings and/or peers?</i>	

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Observation Checklist What to Look for in Assessing Attachment and Bonding: Adolescents	
Is the adolescent.....?	Does the parent.....?
<i>aware of personal strengths?</i>	<i>set appropriate limits?</i>
<i>aware of personal weaknesses?</i>	<i>encourage self-control?</i>
<i>comfortable with his sexuality?</i>	<i>trust the adolescent?</i>
<i>engaging in positive peer interactions?</i>	<i>show interest in acceptance of adolescent's friends?</i>
<i>performing satisfactorily in school?</i>	<i>display an interest in the teen's school performance?</i>
<i>exhibiting signs of conscience development?</i>	<i>exhibit interest in teen's activities?</i>
<i>free from severe problems with the law?</i>	<i>have reasonable expectation regarding chores and household responsibilities?</i>
<i>aware of his parent's values?</i>	<i>stand by the adolescent if he get in trouble?</i>
<i>keeping himself occupied in appropriate ways?</i>	<i>show affection?</i>
<i>accepting of adult imposed limits?</i>	<i>think this child will "turn out" okay?</i>
<i>involved in interests outside the home?</i>	
<i>developing goals for the future?</i>	
<i>emotionally close to parents?</i>	