

# Parent Attachment Diary

Date: \_\_\_\_\_

Parent Code: \_\_\_\_\_

Age of Child: \_\_\_\_\_

Child Code: \_\_\_\_\_

**Directions:** for each question, try to answer as honestly as possible. There are no “right” or “wrong” answers. Please remember that neither your name nor your child’s name should be anywhere on this form. This form will be identified by a code number and will only be seen by research staff. This diary works best when filled out each night. If, for some reason, you are not able to fill it out one night, you may fill it out first thing in the morning. Please do not fill it out any later.

I filled this diary out:  at the end of the day  
 first thing the next morning

For questions 1-3 try to think of a SPECIFIC INCIDENT THAT OCCURRED TODAY. Do not use the same incident for more than one question.

1. Think of one time today when your child got physically hurt and answer the following: (this includes anything like falling down, scraping a knee, bumping into something, etc.)

Describe this situation in 2-3 sentences (and be sure to include how you responded to your child): \_\_\_\_\_

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**A. What did your child do to let you know he/she was hurt? NUMBER YOUR CHILD'S REACTIONS, IN ORDER. ONLY PUT A NUMBER IF THE BEHAVIOR OCCURED.**

- \_\_\_ looked at me for assurance
- \_\_\_ went off by him/herself
- \_\_\_ acted as if nothing was wrong
- \_\_\_ acted angry/frustrated (ex. Stomped feet, kicked legs)
- \_\_\_ called for me
- \_\_\_ looked at me briefly then looked away and went on
- \_\_\_ came to me
- \_\_\_ signaled to be picked up or held, reached for me
- \_\_\_ cried
- \_\_\_ did not indicate he/she wanted or needed me
- \_\_\_ cried and remained where he/she was, did not signal for me
- \_\_\_ moved closer to me (but actual contact did not occur)
- \_\_\_ other(s) \_\_\_\_\_

**B. After you responded to your child, what did your child do next? NUMBER YOUR CHILD'S REACTIONS, IN ORDER. ONLY PUT A NUMBER IF THE BEHAVIOR OCCURED.**

- \_\_\_ was soon calmed or soothed
- \_\_\_ pushed me away angrily or in frustration
- \_\_\_ continued to play, did not notice me
- \_\_\_ stomped and/or kicked feet
- \_\_\_ hit or kicked at me
- \_\_\_ remained upset, was difficult to soothe
- \_\_\_ turned from me angrily or in frustration
- \_\_\_ did not indicate he/she needed my help
- \_\_\_ ignored me
- \_\_\_ became quiet and then fussy again
- \_\_\_ turned away when picked up or made contact
- \_\_\_ sunk into me or held on to me until calmed down
- \_\_\_ did not easily let me hold him/her but remained upset (ex. arched back, put arm in between us
- \_\_\_ held on to me or went after me if I tried to put him/her down or go away
- \_\_\_ turned, walked, or crawled away from me as if nothing was wrong
- \_\_\_ other(s) \_\_\_\_\_

2. Think of one time today when your child was frightened or afraid of something. (this should not include dropping child off, leaving child, or any other separations)

Describe this situation in 2-3 sentences (and be sure to include how you responded to your child): \_\_\_\_\_

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**A. What did your child do to let you know he/she was hurt? NUMBER YOUR CHILD'S REACTIONS, IN ORDER. ONLY PUT A NUMBER IF THE BEHAVIOR OCCURED.**

- \_\_\_ looked at me for assurance
- \_\_\_ went off by him/herself
- \_\_\_ acted as if nothing was wrong
- \_\_\_ acted angry/frustrated (ex. Stomped feet, kicked legs)
- \_\_\_ called for me
- \_\_\_ looked at me briefly then looked away and went on
- \_\_\_ came to me
- \_\_\_ signaled to be picked up or held, reached for me
- \_\_\_ cried
- \_\_\_ did not indicate he/she wanted or needed me
- \_\_\_ cried and remained where he/she was, did not signal for me
- \_\_\_ moved closer to me (but actual contact did not occur)
- \_\_\_ other(s) \_\_\_\_\_

**B. After you responded to your child, what did your child do next? NUMBER YOUR CHILD'S REACTIONS, IN ORDER. ONLY PUT A NUMBER IF THE BEHAVIOR OCCURED.**

- \_\_\_ was soon calmed or soothed
- \_\_\_ pushed me away angrily or in frustration
- \_\_\_ continued to play, did not notice me
- \_\_\_ stomped and/or kicked feet
- \_\_\_ hit or kicked at me
- \_\_\_ remained upset, was difficult to soothe
- \_\_\_ turned from me angrily or in frustration
- \_\_\_ did not indicate he/she needed my help
- \_\_\_ ignored me
- \_\_\_ became quiet and then fussy again
- \_\_\_ turned away when picked up or made contact
- \_\_\_ sunk into me or held on to me until calmed down
- \_\_\_ did not easily let me hold him/her but remained upset (ex. arched back, put arm in between us
- \_\_\_ held on to me or went after me if I tried to put him/her down or go away
- \_\_\_ turned, walked, or crawled away from me as if nothing was wrong
- \_\_\_ other(s) \_\_\_\_\_

3. **Think of a time today when you and your child were separated—preferably where your child became upset or distressed. (This can include leaving to go out, going to another room, dropping the child off, etc. This does not include putting the child to bed.)**

Describe this situation in 2-3 sentences (and be sure to include how you responded to your child): \_\_\_\_\_

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**A. How did your child respond to the separation? NUMBER YOUR CHILD'S REACTIONS, IN ORDER. ONLY PUT A NUMBER IF THE BEHAVIOR OCCURED.**

- \_\_\_ cried, screamed, or yelled
- \_\_\_ acted as if nothing happened
- \_\_\_ called after me
- \_\_\_ wanted to be picked up or held
- \_\_\_ hit, kicked, or pushed me
- \_\_\_ went off by him/herself
- \_\_\_ came after me
- \_\_\_ held on to me, wouldn't let go
- \_\_\_ was happy to keep doing what he/she was doing
- \_\_\_ acted angry or frustrated (ex. Stomped feet, kicked legs)
- \_\_\_ was upset but did not indicate that he/she wanted or needed anyone
- \_\_\_ whimpered or cried briefly and kept going, did not look at me
- \_\_\_ other(s) \_\_\_\_\_

**B. What was your child's immediate reaction when he/she saw you again?  
NUMBER YOUR CHILD'S REACTIONS, IN ORDER. ONLY PUT A NUMBER IF  
THE BEHAVIOR OCCURED.**

- \_\_\_ greeted me (ex: smiled, said my name, said hello)
- \_\_\_ stomped and/or kicked feet
- \_\_\_ signaled to be held and/or picked up
- \_\_\_ hit, kicked me
- \_\_\_ cried and remained where he/she was
- \_\_\_ cried, screamed
- \_\_\_ came to me
- \_\_\_ brought me a toy or other object
- \_\_\_ turned away as I picked up or made contact
- \_\_\_ if upset, was easily soothed and calmed by me
- \_\_\_ sunk into me or held on to me until calmed down
- \_\_\_ did not easily let me hold him/her but remained upset (ex. Arched back, put arm in between us)
- \_\_\_ whimpered quietly to him/herself (may have looked at me briefly)
- \_\_\_ wanted to be held, fussed and wanted to get down, then wanted to be picked right back up again
- \_\_\_ continued doing what he/she was doing before (didn't notice me)
- \_\_\_ looked at me briefly then looked away, did not smile or greet me
- \_\_\_ started to approach me then turned and wandered somewhere else
- \_\_\_ if upset, was NOT easily soothed and/or calmed by me
- \_\_\_ other(s) \_\_\_\_\_

4. Did your child have a visit with a member of his/her biological family today?

- Yes
- No

Who? \_\_\_\_\_

Was this person the child's primary caretaker?

- Yes
- No