The following observable behaviors are indicators of a growing secure attachment between parent and child. These interactions may also serve as a guide for behavior for families in which attachment concerns may be present.

<table>
<thead>
<tr>
<th>Developmental Period</th>
<th>Supportive Parental Interactions</th>
<th>Positive Infant Responses</th>
</tr>
</thead>
</table>
| Newborn              | ■ Looking frequently at the infant  
                          ■ Having specific questions and observations about the individual characteristics of the infant  
                          ■ Touching, massaging, or gently rubbing the infant  
                          ■ Attempting to soothe the infant when the infant is upset  | ■ Looking content  
                          ■ Signaling needs  
                          ■ Feeding well  
                          ■ Responding to parent’s attempts to soothe  |
| 1 month              | ■ Talking to and smiling at the infant during the exam  
                          ■ Holding the infant during most of the visit  
                          ■ Comforting the infant effectively during stressful parts of the exam  
                          ■ Differentiating among different types of crying  
                          ■ Describing the infant’s routine  | ■ Turning head toward parent’s voice  
                          ■ Looking well cared for  
                          ■ Looking content  
                          ■ Responding to parent’s attempts to soothe  
                          ■ Appearing well-nourished  
                          ■ Searching for faces and actively regarding surroundings  |
| 2 months             | ■ Describing feeling more confident with the infant  
                          ■ Describing the infant’s routine  
                          ■ Talking to the infant and looking at the infant  
                          ■ Describing the infant’s likes and dislikes  | ■ Gaining weight at an appropriate pace  
                          ■ Smiling  |
| 4 months             | ■ Having fun with the infant  
                          ■ Thinking the infant is wonderful in one or more ways  
                          ■ Bringing toys and objects to amuse the infant  
                          ■ Naming specific games played with the infant  
                          ■ Describing funny or surprising behaviors that the infant does  
                          ■ Describing the infant’s personality  
                          ■ Anticipating the infant’s response to a particular event (e.g., undressing, a shot)  | ■ Recognizing parents  
                          ■ Having a well-shaped head as opposed to occipital flattening  
                          ■ Showing delight in social play with movement, smiles, giggles, and positive vocalizations  
                          ■ Looking well-nourished  |

(continued on next page)
### Developmental Period

<table>
<thead>
<tr>
<th>6 months</th>
<th>Supportive Parental Interactions</th>
<th>Positive Infant Responses</th>
</tr>
</thead>
</table>
|          | ■ Holding the infant for most of the exam  
          | ■ Comforting the infant after distress  
          | ■ Bringing and offering toys or appropriate objects  
          | ■ Responding to the infant’s bids for attention  
          | ■ Allowing the infant to explore with his mouth  
          | ■ Tolerating the infant’s exploration of the parent’s face, hair, and so forth while setting limits in a positive way | ■ Demonstrating awareness of the presence of strangers  
          | ■ Looking to the parent for comfort  
          | ■ Anticipating and adjusting to lifting and carrying  
          | ■ Babbling |
| 9 months | ■ Allowing the infant to explore the environment safely  
          | ■ Being mindful of safety risks in the office (e.g., does not leave the infant unprotected on exam table)  
          | ■ Describing a good leave-taking ritual  
          | ■ Describing a comfortable bedtime routine and routine in case of nightwaking  
          | ■ Getting the infant to wave, play peek-a-boo, or play other games  
          | ■ Handling limit-setting comfortably | ■ Demonstrating awareness of the presence of strangers  
          | ■ Looking to the parent for comfort  
          | ■ Reacting to separation from parent  
          | ■ Babbling syllables (e.g., ma-ma, da-da)  
          | ■ Smiling at his own image in the mirror  
          | ■ Responding to her name  
          | ■ Pointing at objects |
| 1 year   | ■ Reading books to the child  
          | ■ Bringing age-appropriate toys  
          | ■ Reporting safety-proofing the house  
          | ■ Using appropriate limit-setting (e.g., moving the child away, distracting the child with an alternative activity)  
          | ■ Having appropriate behavioral expectations  
          | ■ Interpreting the child’s behavior or utterances | ■ Exploring the environment  
          | ■ Showing signs of using the parent as home base while exploring, checking back as necessary  
          | ■ Being able to self-soothe  
          | ■ Responding to his name  
          | ■ Sharing or using toys interactively with adults  
          | ■ Looking well cared for |