

Daily Nurturings Reflections Checklist

Complete this 2 minute reflection checklist at the end of each day to reflect on and appreciate the many ways you already help your child flourish in a given day. It's easiest to refer to the same child each day, but different incidents for each question. And there are no "right" answers! Wide variation is normal and expected.

This checklist is oversimplified for children of all ages. Please adjust your responses based on the age of your child. For example, infants cannot "talk" to you but they can make sounds and teens typically want less interaction with you and have less time. That's ok! This is a tool intended for your reflection and observations. It can be a non-verbal approach to appreciating how much you do and appreciate your children too, and a low intrusion way to appreciate them. And teens won't "offer you a toy" but they may show you something, or gesture to you in other ways. We trust your judgement in answering the spirit of the question according to your child.

1. This question does not apply to the download checklist.

2. What is your child's age in years?

If your child is younger than 1 year, show age in months, for example, "8 mo."

3. I was able to share 5-minutes of Together Time with my child today (select one)

- ☐ Yes
- ☐ No

Think of a different, specific incident to answer each of the next questions (5 - 8).

5. Think about one time today when you were engaged in a pleasant interaction or activity with your child and they were in the lead ("followed your child's lead with delight") and answer a and b below.

5. a. What did your child do to get your attention?

(check all that apply)

- ☐ smiled at me
- ☐ showed me something
- ☐ came over to be with or closer to me
- ☐ told me something (cooing, babbling or talking)
- ☐ gave me something
- ☐ they asked or gestured that they wanted me to join them
- ☐ my child didn't try to get my attention
- ☐ Other:

5. b. How did you respond to your child's bid for your attention?

(check all that apply)

- ☐ smiled at my child
- ☐ took interest in something my child showed me
- ☐ allowed my child to come closer to me or sit with me
- ☐ verbally responded to my child's coos, babble, conversation
- ☐ accepted something my child gave to me
- ☐ accepted my child's invitation to join them and continued to follow their lead
- ☐ I watched my child with delight, and, for non-verbal children occasionally narrated what they were doing
- ☐ Other:

Children of all ages universally experience some level of distress when they're hurt, scared or separated from parents or caregivers. The next three questions ask about the ways your child responded to these typical situations today.

Please adapt your responses to the child's age.

6. Think about one time today when your child got physically hurt and answer a, b and c below. If your child is school-age, please include times today when you were aware that your child was emotionally hurt or upset.

6. a. Describe the situation in 2-3 sentences and include how you responded to your child. Answer "none" if this situation did not happen today.

6. b. What did your child do to let you know they were hurt?
(check one that contains the behavior(s) your child used most)

- ☐ This situation did not happen today.
- ☐ Acted as if nothing was wrong, went off alone, didn't indicate they needed me
- ☐ Crying or not: looked at me for reassurance, called for me, came to me, reached for me, moved closer to me, told me
- ☐ Cried and remained where they were, didn't signal for my comfort, acted angry or frustrated (stomped, kicked legs)
- ☐ Other:

6. c. After you responded to your child, what did your child do next?

(check one that contains the behavior(s) your child used most)

- ☐ This situation did not happen today.
- ☐ Ignored me, turned away as if nothing was wrong, acted like they did not need my help, turned away angrily or in frustration
- ☐ Was calmed, sunk into me or held me til calmed, held onto me or came after me when I tried to put them down / walk away
- ☐ Pushed me away angrily or in frustration, remained upset / difficult to calm, became quiet then fussy again, did not let me hold them but remained upset, stomped kicked
- ☐ Other:

7. Think about one time today when you and your young child were separated and answer the next two questions. If possible, select a situation when your child became upset or distressed. This could be a time you needed to leave the room, go out or drop the child off. It should NOT include putting the child to bed.

This question is not as relevant for school-aged children, but may apply to situations where they felt alone or without their friends.

7a. Describe the situation in 2-3 sentences and include how you responded to your child.

Answer "none" if this situation did not happen today.

7b. What did your child do to let you know they were upset or distressed?

(check one that contains the behavior(s) your child used most)

- ☐ This situation did not happen today.
- ☐ Acted as if nothing was wrong, went off alone, whimpered briefly and kept going
- ☐ Crying or not: called after me, wanted to be picked up /held, didn't want me to go, came after me, told me
- ☐ Cried or was visibly upset, acted angry or frustrated, pushed me away, stomped, kicked legs
- ☐ Other:

7c. What was your child's immediate reaction when your child saw you again?

(check one that contains the behavior(s) your child used most)

- ☐ This situation did not happen today.
- ☐ Ignored me, looked at me briefly then looked away or continued doing whatever, started to approach but turned away, whimpered briefly and kept going
- ☐ Greeted me (smiled, said my name, said hello), signaled to be picked up held or hugged, came to me, brought me an object, if upset was easily soothed, sunk into me or held onto me til calm
- ☐ Acted angry, kicked, stomped or pushed me, cried and remained where they were, didn't let me hold or hug them, wanted to be held but fussy and remained upset and wanted to be put back down again, was not easily soothed
- ☐ Other:

8. Think about one time today when your child was frightened or afraid of something and answer the next two questions. This should NOT include times of separation.
For school-age children, this might include any worries that they shared with you that did not involve being alone, but other situations that made them afraid.

8a. Describe the situation in 2-3 sentences and include how you responded to your child.
Answer "none" if this situation did not happen today.

8b. What did your child do to let you know they were frightened or afraid?
(check one that contains the behavior(s) your child used most)

- ☐ This situation did not happen today.
- ☐ Acted as if nothing was wrong, went off alone, didn't indicate they needed me
- ☐ Crying or not: looked at me for reassurance, called for me, came to me, reached for me, moved closer to me, told me
- ☐ Cried and remained where they were, didn't signal for my comfort, acted angry or frustrated (stomped, kicked legs)
- ☐ Other:

8c. After you responded to your child, what did your child do next?
(check one that contains the behavior(s) your child used most)

- ☐ This situation did not happen today.
- ☐ Ignored me, turned away as if nothing was wrong, acted like they did not need my help, turned away angrily or in frustration
- ☐ Was calmed, sunk into me or held me til calmed, held onto me or came after me when I tried to put them down / walk away
- ☐ Pushed me away angrily or in frustration, remained upset / difficult to calm, became quiet then fussy again, did not let me hold them but remained upset, stomped kicked
- ☐ Other:

You make flourishing possible! Use this little space to doodle, to jot your teeny goal, to name the people who support you or list the things you're proud of: