



Foster carers – Observations of sibling Relationships

Positive and negative aspects

Please use this form over the next **two weeks** to note interactions between the children as they arise on a daily basis. Your observations are an important part of this assessment.

There is space for recording both positive and any negative or concerning aspects of behaviour between the children. Use as much space as you need under each of the headings. Please use the first name of each child when describing interactions between two or more siblings.

If you notice any patterns or things that you think might “trigger” some behaviours, please make a note of this. We will discuss your observations and thoughts about each child as well as how they get on with each of their siblings. Thank you in advance for your help.

POSITIVE ASPECTS

What examples of positive, pro-social behaviours can you identify in the way that the children interact? Please describe and give examples, and specify the frequency and between whom, e.g. how often actions or behaviours occur, such as: daily/weekly/less often

Helping
Approx: daily/weekly/less often?

Teaching/encouraging learning – showing a sibling how to do something
Approx: daily/weekly/less often

Having fun together
Approx: daily/weekly/less often

Affection shown between siblings
Approx: daily/weekly/less often

Companionship and spending time with one another, e.g. sitting on sofa together to watch TV
Approx: daily/weekly/less often

Child showing empathy or understanding towards a sibling
Approx: daily/weekly/less often



Seeking or giving comfort, e.g. going to sibling when upset Approx: daily/weekly/less often	
Being loyal or protective – sticking up for sibling if being told off/in trouble/upset Approx: daily/weekly/less often	
Sharing – sweets, drinks, crisps, time, toys, taking turns Approx: daily/weekly/less often	
Missing a sibling and looking forward to seeing them, e.g. at end of school day Approx: daily/weekly/less often	
Any other observations?	

Identify any examples that you think are positive or that the child might see as positive. Remember that some behaviours that you might think are inappropriate may have been viewed as “good behaviours” within the child’s family of origin, e.g. a child who has helped look after younger siblings may have had this behaviour reinforced as positive by parents or by the child being placated, smiling, stopping crying, etc. Think about what might have started the behaviour and why it might still be going on.

NEGATIVE/DIFFICULT ASPECTS

What examples of negative or difficult behaviours can you identify in the way that the children interact? Please specify frequency and between whom, e.g. how often actions or behaviours occur, such as: daily/weekly/less often

Ignoring another sibling’s efforts or requests to play/interact/help Approx: daily/weekly/less often	
Verbal aggression or threats Approx: daily/weekly/less often	



Criticising, making negative comments about a sibling, belittling or “putting them down” Approx: daily/weekly/less often	
Trying to control/dominate, e.g. always or often telling sibling what to do or how to do something Approx: daily/weekly/less often	
Scapegoating and unfairly blaming, e.g. one child is often excluded from a sibling group game or always blaming one child for something they have not done Approx: daily/weekly/less often	

Do siblings unite to “gang up” against adults/other children? If YES, who?

YES/NO

Is refusal to share with siblings so marked that it worries you?

YES/NO

Do any of the children show frustration that a sibling/s won’t leave them alone? If YES, who?

YES/NO

PHYSICAL AGGRESSION

Mark any of the following that happens, then note between whom and specify the approximate frequency – daily, weekly, less often.



Behaviour	Between whom?	Frequency
Hitting		
Pulling		
Kicking		
Shaking		
Spitting		
Pushing		
Fighting		
Pinching		
Throwing		
Scratching		

Outline the main behaviours that concern you

--

Any other observations?

--

Thank you very much for your time and help.