

Caregiver Interaction Scale (CIS) Scoring Sheet

Staff Name _____ Centre _____ Date: _____ (m/d/y)

Descriptor	Not at all	Somewhat	Quite a bit	Very much
1. Speaks warmly to the children				
2. Seems critical of the children				
3. Listens attentively when children speak to her/him				
4. Places high value on obedience				
5. Seems distant or detached from the children				
6. Seems to enjoy the children				
7. When the children misbehave, explains the reason for the rule they are breaking				
8. Encourages the children to try new experiences				
9. Speaks with irritation or hostility to the children				
10. Seems enthusiastic about the children's activities and efforts				
11. Threatens children when trying to control them				
12. Spends considerable time in activities not involving interaction with the children				
13. Pays positive attention to the children as individuals				
14. Talks to children on a level they can understand				
15. Punishes the children without explanation				
16. Encourages children to exhibit pro-social behaviour e.g. sharing				
17. Finds fault easily with children				
18. Doesn't seem interested in the children's activities				
19. Seems to prohibit many of the things the children want to do				
20. Doesn't supervise the children very closely				
21. Expects the children to exercise developmentally inappropriate self-control, e.g. toddlers to stand in line quietly while waiting to go outside; preschoolers not to be undisturbed during teacher-led activities				
22. When talking with children, kneels, bends or sits at their level to establish better eye contact				
23. Seems to be unnecessarily harsh when prohibiting children				

Staff Signature _____ Supervisor Signature _____

Date _____ Date _____

Total Scores – Sensitivity _____ Harshness _____ Detachment _____

Scoring

Every item (descriptor) is scored the same way:

Not at all = 1 point

Somewhat = 2 points

Quite a bit = 3 points

Very much = 4 points

Tips

- Item 4 – good way to think of obedience is to equate it with ‘instant, unquestioned compliance.’
- Item 8 – ‘encourage’ should be interpreted as the teacher taking the initiative to engage with the child, e.g. pointing out new materials, appropriately offering assistance
- Item 10 – ‘enthusiasm’ can be judged not only from what is said but voice tone, facial expression, body language
- Item 19 – consider the extent to which children are inappropriately prohibited from doing something

Subscale score calculation

1. Sensitivity: Add scores from items 1, 3, 6, 7, 8, 10, 13, 14, 16 & 22. Maximum score is 40.
2. Harshness: Add scores from items 2, 4, 9, 11, 15, 17, 19, 21 & 23. Maximum score is 36.
3. Detachment: Add scores from items 5, 12, 18 & 20. Maximum score is 16.

Reporting Scores

Instead of a total score, as provided by ECERS-R, scores on CIS are reported only for each of the three individual sub-scales since each measures a different behaviour.

The scores on each item of a subscale are totaled and then divided by the number of items in the subscale. For example, there are 10 items in the sensitivity sub-scale with the highest score on each being 4. Resulting in a maximum possible score of 40. If an individual’s actual total score on this subscale is 26, the reported score would be 2.6 (26 divided by 10). Similarly, the 9 items on the harshness subscale result in a maximum possible score of 36. If an actual score is 12, the individual’s score is 1.3 (12 divided by 9).

Higher scores are desirable on sensitivity but not on harshness or detachment.