

Family ID _____

Date of Observation _____

Observer Name _____

Child's age _____



CHEERS Check-In

Cues: Responding to Cues

Recognizes and responds to cues in a sensitive manner

The parent...

Responds promptly to the child's signals and cues

C1

1	2	3	4	5	6	7
<i>Parent does not respond to child's cues or signals.</i>		<i>Parent responds to child's cues or signals only occasionally or after a long delay; child's cues may become more extreme before parent's attention is captured.</i>		<i>Parent responds to child's cues or signals most of the time and after only a short delay.</i>		<i>Parent responds consistently and immediately to child's cues or signals.</i>

Responds appropriately to the child's signals and cues

C2

1	2	3	4	5	6	7
<i>Parent responds completely inappropriately to child's cues, ignoring them or responding with hostility or dismissively.</i>		<i>Parent responds somewhat inappropriately to child's cues, responding with little interest in what the child's behavior suggests he wants or needs.</i>		<i>Parent responds somewhat appropriately to child's cues, makes at least some effort to give the child what the child's behavior suggests he wants or needs.</i>		<i>Parent responds sensitively and appropriately to child's cues, gives the child what the child's behavior suggests he wants or needs; explores other ways to meet the child's needs or soothe the child if one way does not satisfy.</i>

Holding and Touching

Is spatially close to child, touches, holds child in close, nurturing, and gentle manner

The parent...

Initiates positive physical contact or spatial closeness with the child

HT1

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— 6 ————— 7

Parent makes **no spontaneous effort** to initiate positive physical contact or spatial closeness with child.

Parent **rarely initiates** positive physical contact or spatial closeness with child.

Parent **initiates some** positive physical contact or spatial closeness with child.

Parent **frequently initiates** positive physical contact or spatial closeness with child.

Engages in gentle holding and touching

N/A - parent did not engage in physical contact

HT2

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— 6 ————— 7

Parent touch or holding is **cold**; touch is harsh or rough.

Parent touch or holding is **disinterested or routine**; **OR** touch is not gentle or nurturing.

Parent touch or holding is **gentle but not fully engaged**.

Parent touch or holding is **gentle, warm, and nurturing**.

Parent shows physical affection (e.g., hugs or kisses)

HT3

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— 6 ————— 7

Parent **does not** touch the child in any way that expresses affection. Parent does not show physical affection.

Parent hugs or kisses child with **moderate warmth** **OR** otherwise touches the child with **minimal expression of affection**.

Parent hugs or kisses the child **with warmth** **OR** otherwise touches the child in a manner **expressing affection**.

Parent hugs or kisses the child with **great warmth** **OR** otherwise touches the child in a manner **expressing great affection**.

Expression – Speaking to Child

Speaks and actively listens to child in conversations, expands language development

The parent...

Speaks to child during interactions or activity

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— 6 ————— 7

EX1

Parent **never** talks or vocalizes to child during interaction.

Parent **rarely** talks or vocalizes to child during interaction.

Parent **sometimes** talks or vocalizes to child during interaction.

Parent **regularly** talks or vocalizes to child during interaction.

Uses expressions to initiate interactions and play

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— 6 ————— 7

EX2

Parent makes **no verbal or physical effort** to engage the child in interactions or play/ Expresses no interest in the child's activities.

Parent **rarely** uses verbal or facial expressions, gestures, and other body language in an effort to engage child in interactions or play; parent's verbal/physical efforts to engage child are **vague or relatively disinterested**.

Parent **occasionally** uses verbal or facial expressions, gestures, and other body language to engage the child in interactions or play. **Initiates positive play** in an effort to engage child in interactions or play.

Parent **regularly** uses verbal or facial expressions, gestures, and other body language in a **clear effort to engage** child in interactions or play (e.g., verbally encourages child to play, offers toys, etc.); **expresses delight** in interactions or play.

Responds to child's vocalizations

N/A - child did not vocalize

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— 6 ————— 7

EX3

Parent ignores child's efforts to communicate/does not respond with any vocalizations or speaks in a negative manner toward child.

Parent is **not really interested** in what the child is trying to communicate/ response is in a vague or hostile manner. Speaks in a disinterested manner toward the child.

Parent is **somewhat interested** in what the child is trying to communicate/ response is in a positive manner; parent speaks with some pleasure toward the child.

Parent is **clearly focused on/interested** in what child is trying to communicate/ parent **responds** to child's efforts to communicate; speaks in a very positive manner.

Empathy: Understanding the Child's Emotional Experiences

Responses are in line with child's emotions; responds when child is fearful, upset, or shows happiness

The parent...

Responds promptly to child's emotions

EM1

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— 6 ————— 7

Parent **does not respond** to indications of child's heightened emotional states (e.g. fear, anger, distress, joy)

Parent responds verbally or physically to indications of child's heightened emotional state **rarely or only eventually.**

Parent responds verbally or physically to indications of child's heightened emotional state **usually and quickly.**

Parent **always immediately** responds verbally or physically to indications of child's heightened emotional state (e.g. fear, anger, distress, joy).

Responds appropriately to child's emotions

EM2

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— 6 ————— 7

Parent responds to child's heightened emotional states in a manner that is **hostile, sarcastic, discounting** toward child.

Parent responds to child's heightened emotional states in a manner that is **disinterested or more focused more on the parent's interests** than the child's.

Parent makes **some effort to regulate, comfort, or celebrate** child's heightened emotional states; parent's emotional tone is **mild.**

Parent **regularly** responds to child's heightened emotional states with **clear attempts** to regulate, comfort, or celebrate; parent's emotional tone is **warm and positive.**

Expresses positivity about the child to the child

EM3

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— 6 ————— 7

Parent **does not offer any positive language** (e.g., compliments, praise, encouragement) in speaking to the child.

Parent **rarely uses positive language** (e.g., compliments, praise, encouragement) in speaking to the child.

Parent **sometimes uses positive language** (e.g., compliments, praise, encouragement) in speaking to the child

Parent **regularly uses positive language** (e.g., compliments, praise, encouragement) in speaking to the child.

Rhythm & Reciprocity: Encouraging Play Between Parent & Child

Active support of curiosity, exploration, discovery, and mastery during play

The parent...

Encourages exploration by the child

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— 6 ————— 7

Parent **discourages** child from exploring the environment; parent **does not provide a stimulating or safe environment** for the child to explore; parent is emotionally and physically **unavailable** during exploration.

Parent **does not discourage or encourage** child to explore the environment; parent provides an environment that is **only mildly stimulating or is not entirely safe** for the child to explore; parent is **slightly** emotionally and physically available during exploration.

Parent **somewhat encourages** child to explore the environment; parent provides an environment that is **somewhat stimulating and essentially safe** for the child to explore; parent is **somewhat** emotionally and physically available during exploration.

Parent **actively encourages** child to explore the environment; parent arranges the environment to be **stimulating and safe** for the child to explore without excessive parent intervention; parent is **fully** emotionally and physically available during exploration to provide a “secure base.”

RR1

Follows the child's lead

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— 6 ————— 7

Parent **typically tries to lead** the child in play and imposes their own ideas or **regularly corrects** the child's play ideas. Parent **shows total lack of sensitivity to child's play capacity, for example:**

- often overstimulates child with too many new objects or activities;
- never changes the nature/rhythm of play when child appears tired or over-stimulated; or
- often cuts time short when child needs time to engage with a new object.

Parent **sometimes tries to lead** the child in play and imposes their own ideas or **sometimes corrects** the child's play ideas. Parent shows **some lack of sensitivity to child's play capacity, for example:**

- sometimes overstimulates child with too many new objects or activities;
- does not typically change the nature/rhythm of play when child appears tired or over-stimulated; or
- sometimes cuts time short when child needs time to engage with a new object.

Parent **usually follows the child's lead** in play and rarely imposes their own ideas instead of building on the child's play ideas; parent **rarely corrects** the child's play ideas. Parent shows **reasonable sensitivity to child play capacity, for example:**

- only rarely overstimulates child with too many new objects or activities;
- eventually changes the nature/rhythm of play when child appears tired or over-stimulated; or
- rarely cuts time short when child needs time to engage with a new object.

Parent **always follows the child's lead** in play, building on or elaborating the child's play ideas rather than imposing their own ideas; parent **avoids correcting** the child's play ideas. Parent shows **great sensitivity to child play capacity , for example:**

- never overstimulates child with too many new objects or activities;
- quickly changes the nature/rhythm of play when child appears tired or over-stimulated; or
- gives child sufficient time to engage with a new object.

RR2

Smiles: Parent & Child Enjoy Being Together

Parent experiences pleasure in being with the child

The parent...

Exhibits pleasure and excitement when playing with the child

S1

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— 6 ————— 7

Parent displays **negative expression** when playing with the child; parent **does not appear to enjoy** being with child at all, **does not smile** or laugh during play.

Parent displays a **generally disinterested** expression when playing with the child; parent **appears to enjoy** being with child **only mildly and rarely smiles** or laughs during play.

Parent displays **generally positive expression** when playing with the child; parent **appears to moderately enjoy** being with child as evidenced by **some** smiles, laughter during play.

Parent displays **very positive expression** and excitement when playing with the child. Parent **appears to greatly enjoy** being with child as evidenced by **frequent** smiles, laughter, and inter-connectedness during play.

Speaks in a warm tone of voice

S2

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— 6 ————— 7

Parent speaks to child in a **hostile tone** of voice.

Parent speaks to child in a **vague or disinterested tone** of voice.

Parent speaks to child in a **neutral tone** of voice.

Parent speaks to child in a **warm tone** of voice.

Exhibits positive affect with the child

S3

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— 6 ————— 7

Parent communicates **active disinterest** in being with the child, either verbally or physically (e.g., avoids being near child, tells child to go away).

Parent communicates **indifference** to being with the child, either verbally or physically (e.g., avoids looking at child, makes no effort to interact with child).

Parent expresses **some interest and enjoyment** in being in the child's presence (e.g., shares looks with child, smiles occasionally at the child).

Parent expresses **clear, positive interest and enjoyment** in being in the child's presence (e.g., claps hands, starts conversations, smiles frequently at the child).

Family ID: _____ Observer Name: _____ Date of Observation: _____ Child's Age or Birthdate: _____

Comments and Score Summary

Item #	Item	Score	Comments (optional)
C1	Responds promptly		
C2	Responds appropriately		
HT1	Initiates physical contact		
HT2	Gentle holding/touching		
HT3	Shows physical affection		
EX1	Speaks to child		
EX2	Uses expression to engage		
EX3	Responds to vocalizations		
EM1	Responds promptly		
EM2	Responds appropriately		
EM3	Expresses positivity		
RR1	Encourages exploration		
RR2	Follows child's lead		
S1	Shows pleasure		
S2	Warm tone		
S3	Positive affect		

Supervisor support to FSS administering the tools is required (BPS 6-3.E) and can be documented here or in supervision notes.

- Date supervisor reviewed CCI results with FSS: _____ Supervisor Initials: _____
- CCI results align with routine CHEERS observations? Yes No, describe: _____
- Reflection with FSS on CCI result and PCI progress (brief note): _____

Reminder: document strategies to address CCI concerns (if present) on the Service Plan.