

## Section 2: Age Appropriate Functional Behavior

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### **Age Appropriate Functional Behavior**

Building inter-rater reliability is dependent upon consistent use of functional assessment practices and team members' knowledge of age appropriate functional behaviors and how a typically developing child would function in each global child outcome.

The Measure of Engagement, Independence, and Social Relationships (MEISR) is a research and evidence based tool to develop a profile of functional behaviors of a child from birth to 3 years of age. The MEISR was revised by R.A. McWilliam and Naomi Younggren in 2012.

A copy of the MEISR is included in this booklet to show age appropriate acquisition of functional behavior across outcomes. Team members are encouraged to use the MEISR to reference age acquisition of functional behaviors observed or reported through assessment to aide in determining outcome statements. Teams may find the MEISR helpful in organizing the functional assessment information they have gathered from multiple sources (parent report, observation, assessment tool, etc.) in the order to discuss, summarize and rate the child's functional status in each of the three global child outcomes.

There are many resources available to document age related stages of development. The MEISR includes month level estimates of ages at which typically developing children begin displaying the skill. Items are coded by functional domain, developmental domain and outcomes.

# Measure of Engagement, Independence, and Social Relationships (MEISR)

R. A. McWilliam and Naomi Younggren (2012)

Original: R. A. McWilliam and Shana Hornstein © 2007

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This instrument has been designed to develop a profile of functional behaviors of a child from birth to 3 years of age, in home routines. It is to be completed by a caregiver who has observed the child often in the home, such as a parent—not by a professional with limited opportunity to observe home routines. The purposes of the MEISR are (a) to help families, as members of intervention teams, assess the child’s competence in everyday situations, which might help them decide on intervention priorities; (b) to help professionals ask families relevant questions about child functioning in home routines, such as when conducting a Routines-Based Interview; and (c) to monitor a child’s progress. Although it can be used to help ask relevant questions, it should not be used *instead of* the Routines-Based Interview, because many family needs, especially parent-level ones, are not listed on the MEISR.

Child’s name: \_\_\_\_\_ Name of person completing this scale: \_\_\_\_\_

Child’s DOB: \_\_\_\_\_ Date: \_\_\_\_\_ Relationship to child: \_\_\_\_\_

Name and affiliation of professional working with the family: \_\_\_\_\_

City and state: \_\_\_\_\_ Child ID: \_\_\_\_\_

# Measure of Engagement, Independence, and Social Relationships (MEISR)

R. A. McWilliam and Naomi Younggren (2012)

Original: R. A. McWilliam and Shana Hornstein © 2007

Prepublication version, which will expire when the MEISR is published by Paul H. Brookes Publishing Co.

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## Instructions:

Rate the child's level of functioning in performing the following activities at each time of day. If you have not seen the child do perform the activity, circle 1 ("not yet"). If you have seen the child perform the activity from time to time, circle 2 ("sometimes"). If you see the child performing the activity a lot, circle 3 "often". If the child used to perform the activity a lot but has outgrown it, circle 3 ("beyond this").

Age levels by month are for interpretation only, not for scoring. These month levels are estimates of ages at which typically developing children begin displaying the skill and should not be interpreted as accurate cut-off scores. In deciding whether to intervene to help a child with a skill, the family might be interested in the age at which most children start to show the skill.

Items are coded by functional domain, developmental domain, and outcomes; see the last three columns. These categories are used for aggregating scores. For example, some families and teams might be interested in the child's average engagement, independence, and social relationships ratings, across or within routines. Others might be interested in the child's average functioning in adaptive, cognitive, communication, motor, or social skills, again across or within routines. These are the five domains required for reporting present levels of development on the U.S. individualized family service plan. Yet other families and teams might be interested in reporting the child's average functioning in positive social relations, acquiring and using knowledge and skills, and taking action to meet needs. These are the three child outcomes reported to the Office of Special Education Programs.

**CIRCLE** the number that best represents the child's stage of performing the activity described in each statement.

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1. Waking Up	Starting age in months	Not yet	Some-times	Often	Beyond this	Func <sup>a</sup>	Dev <sup>b</sup>	Out <sup>c</sup>
1.1. Makes vocal sounds	0	1	2	3	3	S	CM	K
1.2. Enjoys being held, rocked, touched	0	1	2	3	3	S	S	S
1.3. Makes transitions out of bed without becoming upset	0	1	2	3	3	S	S	S
1.4. Is awake more during the day than at night	1	1	2	3	3	I	A	A
1.5. Seems happy to see or hear adults	1.5	1	2	3	3	S	S	S
1.6. Tries to get hold of objects in the crib or bed	2	1	2	3	3	E	M	K
1.7. Turns over	2	1	2	3	3	I	M	A
1.8. Smiles, kicks, moves arms excitedly when caregiver comes to crib	2	1	2	3	3	S	S	S
1.9. Shows interest in crib toys	2.5	1	2	3	3	E	CG	K
1.10. Plays with crib toys	2.5	1	2	3	3	E	CG	K
1.11. Turns towards the sound of someone's voice	3	1	2	3	3	S	CM	S
1.12. Maintains sitting	5	1	2	3	3	I	M	A
1.13. Raises arms to be picked up/held when adult reaches for child	5	1	2	3	3	S	CM	A
1.14. Comes to sitting	6	1	2	3	3	I	M	A
1.15. Pulls to stand	6	1	2	3	3	I	M	A
1.16. Calls out for adults	6.5	1	2	3	3	S	CM, S	A, S
1.17. Wakes up without crying immediately	8	1	2	3	3	S	A	A
1.18. Stands and cruises around crib	9.5	1	2	3	3	I	M	A
1.19. Wakes with a communicative call	12	1	2	3	3	S	CM	S
1.20. Climbs in and out of bed independently	18	1	2	3	3	I	M	A
1.21. Plays with toys in room until adult or sibling comes	18	1	2	3	3	I	M, S	K
1.22. Wakens, leaves bedroom, & explores greater environment	18	1	2	3	3	I	CG	A
1.23. Leaves room to find an adult	18	1	2	3	3	S	M, S	A
1.24. Proceeds to toileting routine independently	24	1	2	3	3	I	M	A
1.25. Cooperates with adults' requests	36	1	2	3	3	S	S	S

<sup>a</sup> Functional domain: E = engagement, I = independence, S = social relationships

<sup>b</sup> Developmental domain: A = adaptive, CG = cognitive, CM = communication, M = motor, S = social

<sup>c</sup> Outcomes: S = positive social relations, K = acquiring and using knowledge and skills, A = taking action to meet needs

<b>2. Meals</b>		<b>Starting age in months</b>	<b>Not yet</b>	<b>Some-times</b>	<b>Often</b>	<b>Beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
2.1.	Makes transitions to and from mealtimes without becoming upset	0	1	2	3	3	S	S	S
2.2.	When nursing or bottle feeding, sucks strongly enough	0	1	2	3	3	I	A	A
2.3.	Drinks appropriate amount from bottle or when nursing	0	1	2	3	3	I	A	A
2.4.	Swallows	0	1	2	3	3	I	A, M	A
2.5.	Feeding schedule is consistent (e.g., every 3-4 hours)	3	1	2	3	3	I	A	A
2.6.	Sits in a high chair without slumping over	5	1	2	3	3	I	M	A
2.7.	Tries to pick up small pieces of food such as cereal	5.5	1	2	3	3	I	M	A
2.8.	Holds own bottle	5.5	1	2	3	3	I	M	A
2.9.	Begins to eat solid food	6	1	2	3	3	I	A	A
2.10.	Rakes foods with fingers	7	1	2	3	3	I	A, M	A
2.11.	Eats without drooling	7	1	2	3	3	I	A, M	A
2.12.	Feeds him- or herself with fingers	8	1	2	3	3	I	A	A
2.13.	Chews food	8	1	2	3	3	I	A, M	A
2.14.	Uses pincer grasp to pick up small pieces of food	10	1	2	3	3	I	A, M	A
2.15.	Follow simple requests with gestures (e.g., <i>come here, throw it away</i> )	12	1	2	3	3	S	A, CM	K
2.16.	Uses words or signs to ask for “eat” and “drink”	12	1	2	3	3	S	CM	A
2.17.	Drinks from a sippy cup by him- or herself	12	1	2	3	3	I	A	A
2.18.	Eats meals on a fairly regular schedule	12	1	2	3	3	E	A	A
2.19.	Follows pointing and points to indicate food preference	12	1	2	3	3	I	CM, A	A
2.20.	Says “no” meaningfully	13	1	2	3	3	I	A, CM	K
2.21.	Uses a spoon with moderate success	15	1	2	3	3	I	M	A
2.22.	Indicates when hungry or thirsty	15	1	2	3	3	S	CM	A
2.23.	Drinks from a cup without a lid by him- or herself	18	1	2	3	3	I	A	A
2.24.	Uses a spoon independently	18	1	2	3	3	I	M	A

<sup>a</sup> Functional domain: E = engagement, I = independence, S = social relationships

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2.25. Drinks an appropriate amount from open cup at one time (i.e., with each sip)	18	1	2	3	3	I	A	A
2.26. Stays seated for entire meal (duration appropriate for child's age)	18	1	2	3	3	E	S	S
2.27. Uses words or signs to ask for <i>specific</i> foods or drink	18	1	2	3	3	S	CM	A
2.28. Communicates "more"	18	1	2	3	3	S	CM	A
2.29. Communicates "finished"	18	1	2	3	3	S	CM	A
2.30. Puts an appropriate amount of food in the mouth at one time	18	1	2	3	3	I	A	A
2.31. Sits in a regular (can be child-sized) chair	18	1	2	3	3	I	M	A
2.32. Eats a variety of foods	23	1	2	3	3	I	A	A
2.33. Removes wrappers and peels before eating	23	1	2	3	3	I	A	A
2.34. Waits for something for 10 minutes without fussing	24	1	2	3	3	E	S	S
2.35. Pays attention to others around him or her	24	1	2	3	3	S	CG	S
2.36. Communicates in any appropriate manner the need for help (e.g., cutting, opening)	24	1	2	3	3	I	CM	A
2.37. Obeys 2-part commands (e.g., <i>put down your spoon and give me your cup</i> )	24	1	2	3	3	E	CM	K
2.38. Refers to self with pronoun (i.e., <i>I, me</i> )	27	1	2	3	3	E	CM	K
2.39. Bites off pieces of hard foods (apples, meat, cookies)	30	1	2	3	3	I	A	A
2.40. Pours liquid into a cup	30	1	2	3	3	I	M	A
2.41. Uses a napkin to clean mouth and hands	30	1	2	3	3	I	A, M	A
2.42. Spreads with a knife	30	1	2	3	3	I	M	A
2.43. Uses a fork	30	1	2	3	3	I	M	A
2.44. Serves with a utensil	31	1	2	3	3	I	M	A
2.45. Makes choices about food (e.g., picks desired food at restaurant)	32	1	2	3	3	I	CG	A
2.46. Eats and tries a variety of foods without refusing	36	1	2	3	3	S	S	S
2.47. Cooperates with adults' requests	36	1	2	3	3	S	S	S
2.48. Has enough fork control to stab, dip in sauce, and get to mouth	36	1	2	3	3	I	A, M	A

<b>3. Dressing</b>	<b>Starting age in months</b>	<b>Not yet</b>	<b>Some-times</b>	<b>Often</b>	<b>Beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
3.1. Transitions to and from dressing without getting upset	0	1	2	3	3	S	S	S
3.2. Participates in dressing without getting upset	0	1	2	3	3	S, E	S	S
3.3. Wears a variety of textures and fits (is not restrictive)	0	1	2	3	3	E	A	A
3.4. Inspects own hands	2	1	2	3	3	E	CG, M	K
3.5. Communicates with vocal sounds	2	1	2	3	3	S	CM	K
3.6. Responds to request to “come here”	6	1	2	3	3	E	CM	K
3.7. Babbles with adult-like inflection	7.5	1	2	3	3	E	CM	K
3.8. Assists with dressing by extending an arm or leg for a sleeve or pants	10.5	1	2	3	3	E, I	A	A
3.9. Points to body parts on self when asked	13	1	2	3	3	E	CM, CG	K
3.10. Removes articles of clothing by him- or herself	15	1	2	3	3	I	A	A
3.11. Indicates he or she understands the names of articles of clothing	15	1	2	3	3	S	CM	K
3.12. Identifies self in mirror	15	1	2	3	3	E	CG	K
3.13. Indicates what he or she wants to wear	15	1	2	3	3	E	CM	A
3.14. Undoes fasteners (zippers, snaps, buttons)	18	1	2	3	3	I	M	A
3.15. Helps undress self	18	1	2	3	3	I	A	A
3.16. Uses signs or words for body parts	18	1	2	3	3	S	CM	K
3.17. Uses signs or words during dressing	18	1	2	3	3	S	CM	K
3.18. Uses signs or words for articles of clothing	18	1	2	3	3	E, S	CM	K
3.19. Uses signs or words for 1-6 body parts	18	1	2	3	3	S	CM	K
3.20. Uses signs or words for more than 6 body parts	24	1	2	3	3	S	CM	K
3.21. Persists with complex tasks (e.g., putting on shoes, other clothes)	24	1	2	3	3	E	S, CM	K
3.22. Helps dress self	28	1	2	3	3	I	A	A
3.23. Fastens zippers, snaps, buttons	30	1	2	3	3	I	M	A

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3.24. Puts on coat with assistance	30	1	2	3	3	I	A, M	A
3.25. Puts on articles of clothing by him- or herself	32	1	2	3	3	I	A	A
3.26. Dresses and undresses but requires help with buttons and laces	32	1	2	3	3	I	A, M	A
3.27. Cooperates with adults' requests during dressing	36	1	2	3	3	S	S	S
3.28. Puts on socks	36	1	2	3	3	I	A, M	A
3.29. Puts on shoes	36	1	2	3	3	I	A, M	A

<b>4. Toileting/Diaper Change</b>	<b>Starting age in months</b>	<b>Not yet</b>	<b>Some-times</b>	<b>Often</b>	<b>Beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
4.1. Participates in the transitions to and from diapering/toileting without fussing or getting upset	0	1	2	3	3	S	S	S
4.2. Cooperates with diaper change	0	1	2	3	3	S	S	S
4.3. Pays attention to surroundings, including changer's face, during diaper change (children who are blind or those with VI, leave blank)	1	1	2	3	3	E	CG	K
4.4. Frequently vocalizes with intent	9	1	2	3	3	E	CM	K
4.5. Indicates when he or she needs to be changed or use the toilet	12	1	2	3	3	S	CM	A
4.6. Indicates he or she understands words associated with toileting	18	1	2	3	3	S	CM	A
4.7. Sits on the toilet (chair) for an appropriate amount of time	18	1	2	3	3	E	S	A
4.8. Uses words or signs during diapering/toileting	18	1	2	3	3	S	CM	K
4.9. Participates in hand washing	19	1	2	3	3	E	S	A
4.10. Uses the toilet (chair) independently	24	1	2	3	3	I	A	A
4.11. Lowers pants to use the toilet	24	1	2	3	3	I	M	A
4.12. Independently washes hands after toileting, with or without reminder	24	1	2	3	3	I	A	A
4.13. Lasts three hours without accidents (if partially toilet	24	1	2	3	3	I	A	A

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trained)								
4.14. Pulls up pants after using toilet	26	1	2	3	3	I	M	A
4.15. Occasionally lasts the whole night without wetting	30	1	2	3	3	I	A	A
4.16. When the child indicates a need to go the bathroom, he or she actually has to go (i.e., no false alarms)	30	1	2	3	3	I, S	A, CG	A
4.17. Indicates need to go in enough time to get to the bathroom	30	1	2	3	3	I, S	CG, CM, S	A
4.18. Talks about the toilet	31	1	2	3	3	S	CM	K
4.19. Asks for help with wiping	31	1	2	3	3	I	M	A
4.20. When using the toilet, manages by self	36	1	2	3	3	I	A, M	A
4.21. Cooperates with adults' requests about toileting	36	1	2	3	3	S	S	S

<b>5. Outings (except grocery shopping; see No. 11)</b>	<b>Starting age in months</b>	<b>Not yet</b>	<b>Some-times</b>	<b>Often</b>	<b>Beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
5.1. Sits in car seat without fussing	0	1	2	3	3	I	S	S
5.2. Participates in outings without fussing or getting upset	0	1	2	3	3	E	S	S
5.3. Wears a coat, hat, or mittens without resisting	0	1	2	3	3	I	S	A
5.4. Makes transitions easily back home from the activity	0	1	2	3	3	S	S	S
5.5. Participates in getting ready to go out without fussing or getting upset	0	1	2	3	3	S	S	S
5.6. Vocalizes	0	1	2	3	3	E	CM	K
5.7. Turns head towards a voice (i.e., searches for speaker)	3	1	2	3	3	E	CM	K
5.8. Comforts self with pacifier, thumb, or object	4	1	2	3	3	S	S	S
5.9. Sits in a stroller	5	1	2	3	3	I	M	A
5.10. Responds to invisible sound source	6	1	2	3	3	E	CM	K
5.11. Looks at person saying child's name (children who are blind or those with VI, leave blank)	9	1	2	3	3	E	CM	K
5.12. Walks with or without help when given the opportunity	12	1	2	3	3	I	M	A
5.13. Able and willing to follow directions	12	1	2	3	3	S	CM	K

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5.14. Lets people other than parents help	12	1	2	3	3	E, S	A, S	S, A
5.15. Holds parent's hand outdoors	12	1	2	3	3	S	A	A
5.16. Points to things to show adult	14	1	2	3	3	S	CM	S
5.17. Indicates understanding words related to going out	15	1	2	3	3	S	CM	K
5.18. Indicates what he or she wants when getting ready to go out	15	1	2	3	3	S	CM	A
5.19. Occupies him- or herself while the adult is busy	18	1	2	3	3	E	A	K
5.20. Labels things to request or comment by using words or signs	18	1	2	3	3	S	CM	K
5.21. Uses words related to going out	18	1	2	3	3	S	CM	K
5.22. Helps carry items	19	1	2	3	3	I	M	A
5.23. Participates in car outing by sitting in car seat, leaving seatbelt fastened	24	1	2	3	3	I	A, CG	A
5.24. Plays with other children	24	1	2	3	3	E, S	S	S
5.25. Puts on his or her shoes independently	24	1	2	3	3	I	A	A
5.26. Climbs into the car or car seat independently	24	1	2	3	3	I	M	A
5.27. Responds to simple questions others ask	27	1	2	3	3	E	CM	K
5.28. When asked, states first and last name	30	1	2	3	3	E	CM	K
5.29. Stays with an adult when walking	30	1	2	3	3	E, S	S	A
5.30. Understands "no" and doesn't have a tantrum when desired items cannot be purchased	30	1	2	3	3	S	CG, S	S
5.31. Uses a booster seat, if child is over 40 lb	33	1	2	3	3	I	A, M	A
5.32. Cooperates with adults' requests during outings	36	1	2	3	3	S	S	S
5.33. Stays close to adult or car in parking lot (DON'T SCORE < 12 MOS)	36	1	2	3	3	I, S	S	A
5.34. Stays in or near the shopping cart	36	1	2	3	3	I, S	A, CG	A
5.35. Waits during errands (e.g., at restaurant)	36	1	2	3	3	S	S	S

<b>6. Play Time With Others</b>		<b>Starting age in months</b>	<b>Not yet</b>	<b>Some-times</b>	<b>Often</b>	<b>Beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
6.1.	Makes transitions from play with others without getting upset	0	1	2	3	3	S	S	S
6.2.	Follows person with his or her eyes	1	1	2	3	3	S	S	S
6.3.	Gets excited when caregiver approaches or restarts game	2	1	2	3	3	S	S	S
6.4.	Invites adults to play by vocalizing or smiling	4	1	2	3	3	S	S, CM	S
6.5.	Imitates behaviors he or she already knows	4	1	2	3	3	E	CM	K
6.6.	Looks and vocalizes to own name (children who are blind/with VI, vocalizes only)	5	1	2	3	3	E	CM	K
6.7.	Plays simple games with an adult or older child	6	1	2	3	3	S	CG	S
6.8.	Plays with others without fussing or getting upset	6	1	2	3	3	S	S	S
6.9.	Imitates others (e.g., faces, sounds, simple actions)	7	1	2	3	3	S	CG	K
6.10.	Shows or comments on toys to adults	9	1	2	3	3	S	CM	S
6.11.	Indicates he or she understands words for toys or games	9	1	2	3	3	E, S	CM	K
6.12.	Talks or babbles back and forth in a sort of conversation	11	1	2	3	3	E, S	CM	S
6.13.	Walks more than crawls to get to others in play	11	1	2	3	3	I	M	A
6.14.	Repeats sounds or gestures if laughed at	11	1	2	3	3	S	CM	S
6.15.	Uses single words or signs to ask for things, including "more"	12	1	2	3	3	I	CM, A	K
6.16.	If invited to play, responds	12	1	2	3	3	S	S	S
6.17.	Uses words or signs during play	12	1	2	3	3	S	CM	K
6.18.	Laughs at things that don't make sense or are surprising	12	1	2	3	3	E, S	CG, S	S
6.19.	Indicates what he or she wants during play	15	1	2	3	3	S	CM	A
6.20.	Throws ball forward a few feet	15	1	2	3	3	E	M	A
6.21.	Takes turns	18	1	2	3	3	S	CG	S
6.22.	Uses two-word sentences to request and comment	20.5	1	2	3	3	E, S	CM	K
6.23.	Cleans up toys when directed to do so	21	1	2	3	3	S	CM	S
6.24.	Indicates ownership over toys or items	23	1	2	3	3	S	S	S

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6.25. Sings snippets of songs	23	1	2	3	3	E, S	CM	K
6.26. Maintains motor control over his or her body in relationship to others	24	1	2	3	3	I	M	A
6.27. Responds to conflict by crying or being aggressive	24	1	2	3	3	S	CM, S	S
6.28. Engages in simple make-believe activities (e.g., birthday party, pretending things are other things, feeding a baby doll)	24	1	2	3	3	S	CG	K
6.29. Protects own territory with “Mine”	24	1	2	3	3	I	CM	A
6.30. Sustains play with others for appropriate amount of time	30	1	2	3	3	E	CG	S
6.31. Bosses other children	30	1	2	3	3	E	CM, S	S
6.32. Separates from parent without anxiety	30	1	2	3	3	S	S	S
6.33. Plays with others without biting	36	1	2	3	3	E, S	S	S
6.34. Initiates play with other children	36	1	2	3	3	S	S, CM	S
6.35. During pretend play, assigns players roles	36	1	2	3	3	S	CG	K
6.36. Knows how to ask another child for a turn with a toy	36	1	2	3	3	S	CM	S
6.37. Plays without messing up others’ creations	36	1	2	3	3	S	S	S
6.38. Cooperates with adults’ requests during play	36	1	2	3	3	S	S	S
6.39. Uses loud (including rough and tumble) and quiet play at appropriate times/in appropriate contexts	36	1	2	3	3	I	A, S	S
6.40. Stays quiet during hide-and-seek	36	1	2	3	3	E	A	S

<b>7. Play Time Alone</b>		Starting age in months	Not yet	Sometimes	Often	Beyond this	Func <sup>a</sup>	Dev <sup>b</sup>	Out <sup>c</sup>
7.1.	Makes transitions from independent play without getting upset	0	1	2	3	3	S	S	S
7.2.	Turns over	2	1	2	3	3	I	M	A
7.3.	Repeats actions with toys (e.g., bangs toys, kicks legs to move mobile)	3	1	2	3	3	E, I	CG	K
7.4.	Explores objects with hands and mouth	3	1	2	3	3	E	CG, M	K

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7.5. Grasps own foot and takes it to mouth	4	1	2	3	3	E	CH, M	K
7.6. Gets to toys by him- or herself	6	1	2	3	3	I	M	A
7.7. Seeks hidden items including pacifier or bottle	7	1	2	3	3	E	CG	K
7.8. Works to get a toy out of reach	7	1	2	3	3	E	CG	K
7.9. Babbles	7	1	2	3	3	E	CM	K
7.10. Makes toys work by him- or herself	9	1	2	3	3	E, I	CG, M	K
7.11. Touches various textures (finger paint, play doh, sand, soil, glue)	9	1	2	3	3	E	A	K
7.12. Creeps on hands and knees to get toys (not all children do this)	9	1	2	3	3	I	M	A
7.13. Picks up small objects with tip of index finger and thumb (neat pincer)	10	1	2	3	3	I	M	A
7.14. Puts toys in and out of containers (e.g., dumping)	12	1	2	3	3	E, I	CG	K
7.15. Puts toys together and pull them apart	12	1	2	3	3	E, I	M	K
7.16. Initiates independent play	12	1	2	3	3	I	CG	K
7.17. Plays with a variety of toys	12	1	2	3	3	E, I	CG	K
7.18. Makes marks on paper with crayons, paint, chalk, markers, etc.	12	1	2	3	3	E, I	M	K
7.19. Makes choices easily of where/what to play	12	1	2	3	3	E, I	CG	K
7.20. While on feet, can pick up toy slightly behind him or her	14.5	1	2	3	3	I	M	A
7.21. Independently selects favorite toy or object (i.e., has favorites and independently gets them)	15	1	2	3	3	I	A	A
7.22. Sustains independent play	18	1	2	3	3	E, I	CG	K
7.23. Names items during play	18	1	2	3	3	E	CG	K
7.24. Constructs things during play (e.g., build with blocks or legos)	19	1	2	3	3	E, I	CG, M	K
7.25. Indicates knowing where toys or other objects belong (e.g., goes to shelf to find specific toy, puts things away)	21	1	2	3	3	E, I	CG, CM	K
7.26. Holds crayon with thumb and finger not fist	23	1	2	3	3	I	M	A
7.27. Plays with most toys in an appropriate way	24	1	2	3	3	E, I	CG	K
7.28. Pretends to be something or someone	24	1	2	3	3	S	CG	K
7.29. Pretends objects are something else	24	1	2	3	3	S	CG	K

7.30. Initiates complex (i.e., beyond repetitive) play activities	24	1	2	3	3	E	S, CG	K
7.31. Pretends with doll	24	1	2	3	3	E	CG	K
7.32. Matches primary colors in play	29	1	2	3	3	E	CG	K
7.33. When something is difficult, doesn't give up easily	30	1	2	3	3	E	CG	K
7.34. Maintains safety while playing independently (e.g., doesn't climb, play with stove)	30	1	2	3	3	I	A, CG	A
7.35. Cooperates with adults' requests in play	36	1	2	3	3	S	S	S
7.36. Knows play boundaries (e.g., driveway versus street)	36	1	2	3	3	I	CG	A

<b>8. Nap</b>		Starting age in months	Not yet	Sometimes	Often	Beyond this	Func <sup>a</sup>	Dev <sup>b</sup>	Out <sup>c</sup>
8.1.	Falls asleep independently (rocking first counts as independently)	0	1	2	3	3	I	A	A
8.2.	Goes down for a nap without fussing or getting upset	0	1	2	3	3	S	S	S
8.3.	Makes transitions from naptime without getting upset	0	1	2	3	3	S	S	S
8.4.	Sleeps for long enough	1	1	2	3	3	I	A	A
8.5.	Watches/listens to repetitive movements/sounds to go to sleep	1	1	2	3	3	E	CG	K
8.6.	Plays while on the bed or in the crib, if not sleeping	9	1	2	3	3	E	CG	K
8.7.	Indicates understanding words about nap	12	1	2	3	3	S	CM	K
8.8.	Uses objects (e.g., blanket, stuffed toy) to self-soothe	12	1	2	3	3	S	S	S
8.9.	Gives up one nap	12	1	2	3	3	S, I	S, A	A
8.10.	Uses words to indicate he or she wants to sleep	15	1	2	3	3	S	CM	A
8.11.	Uses words or signs before or after the nap	15	1	2	3	3	S	CM	K
8.12.	One nap a day is enough	18	1	2	3	3	I	A	A
8.13.	Sleeps in bed, not crib	24	1	2	3	3	I	S	A
8.14.	If not sleeping, doesn't disturb other children who are	24	1	2	3	3	S	CG	K
8.15.	Gets through the day without a nap	31	1	2	3	3	I	A	A

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8.16. Cooperates with adults' requests during nap times	36	1	2	3	3	S	S	S
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9. Bath	Starting age in months	Not yet	Some-times	Often	Beyond this	Func <sup>a</sup>	Dev <sup>b</sup>	Out <sup>c</sup>
9.1. Participates in bathing without fussing or getting upset	0	1	2	3	3	S	S	S
9.2. Sits up by him- or herself	5	1	2	3	3	I	M	A
9.3. Smiles at mirror	5	1	2	3	3	S	CG	S
9.4. Makes eye contact, points, comments, or otherwise engages with adults during bathtime	6	1	2	3	3	S	CG, CM	S
9.5. Splashes in the water	6	1	2	3	3	E, I	M	K
9.6. Makes transitions from bath without getting upset	6	1	2	3	3	S	S	S
9.7. Holds the washcloth	9	1	2	3	3	E, I	M	A
9.8. Plays with bath toys	9	1	2	3	3	E	CG	K
9.9. Retrieves toys that have fallen into the water	9	1	2	3	3	E, I	CG	K
9.10. Indicates understanding words related to bath time	9	1	2	3	3	S	CM	K
9.11. Holds up limbs to be washed or tilt head back to rinse hair	10.5	1	2	3	3	E	A, M	A
9.12. Indicates what he or she wants during bathtime	12	1	2	3	3	S	CM	A
9.13. Uses words or signs during bathtime	12	1	2	3	3	S	CM	K
9.14. Frolics and plays in the tub	12	1	2	3	3	S	S, CG	S
9.15. Gets in or out of the bath by him- or herself	18	1	2	3	3	I	M	A
9.16. Accents adult brushing his or her teeth, without protesting	18	1	2	3	3	S	A	S
9.17. Cooperates in clipping nails	18	1	2	3	3	S	A	S
9.18. Identifies him- or herself in mirrors ("Who's that?")	18	1	2	3	3	S	CG	K
9.19. Indicates if the water temperature is uncomfortable	20	1	2	3	3	S	CM	A
9.20. Puts away bath toys on request	21	1	2	3	3	E	CM	S
9.21. Washes body parts independently	24	1	2	3	3	I	A	A
9.22. Cooperates in hair brushing	24	1	2	3	3	S	A	S
9.23. Chooses toys selectively	24	1	2	3	3	I	M	K

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9.24. Allows hair to be fixed without crying	24	1	2	3	3	S	S	S
9.25. Sorts colored toys and points to colored items when named	33	1	2	3	3	E	CG	K
9.26. Washes face/head with little help	36	1	2	3	3	S	S	A
9.27. Cooperates with adults' requests during bathing	36	1	2	3	3	S	S	S
9.28. Brushes teeth independently	36	1	2	3	3	I	M	A
9.29. Combs or brushes hair independently	36	1	2	3	3	I	M	A
9.30. Dries off independently	36	1	2	3	3	E	CG	A
9.31. Makes choices about toothpaste flavor, hair accessories, and so on, as appropriate	36	1	2	3	3	I, S	CG, CM, S	A

<b>10. Hanging Out/Books/TV</b>	<b>Starting age in months</b>	<b>Not yet</b>	<b>Some-times</b>	<b>Often</b>	<b>Beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
10.1. Makes transitions to another activity without getting upset	0	1	2	3	3	S	S	S
10.2. Responds differently to the voice of a stranger (real, not on TV) from that of a familiar person	3	1	2	3	3	S	S	S
10.3. Looks at an object or person and watches it move (children who are blind/those with VI, leave blank)	3	1	2	3	3	E	A	K
10.4. Sits with slight support and moves head actively	4	1	2	3	3	I	M	A
10.5. Sits independently and uses hands in play	5	1	2	3	3	I	M	A
10.6. Enjoys face fun—pointing to and pulling on facial features of caregivers	5	1	2	3	3	S	S	S
10.7. Plays with paper	7	1	2	3	3	E	CG	K
10.8. Plays with books	7	1	2	3	3	E	CG	K
10.9. Attends to objects mentioned during conversation	9	1	2	3	3	E	CG	K
10.10. Uses words or signs during TV watching	12	1	2	3	3	S	CM	K
10.11. Orients books correctly (right side up, left to right)	12	1	2	3	3	I	CG	K
10.12. Stays with adult reading a book appropriate amount of	12	1	2	3	3	E	S	S

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time, assuming child could physically move away								
10.13. Does not bite the book	12	1	2	3	3	E	CG	K
10.14. Does not bend or tear the book	12	1	2	3	3	E	CG	K
10.15. Explores drawers and cabinets	13	1	2	3	3	E	CG, M	K
10.16. Points to pictures, letters, or words in books	14	1	2	3	3	E	CM	K
10.17. Turns pages	15	1	2	3	3	I	M	K
10.18. Has a favorite book	18	1	2	3	3	E	CG	K
10.19. Has favorite TV shows	24	1	2	3	3	E	CG	K
10.20. Indicates he/she would like to watch TV	24	1	2	3	3	S	CM	A
10.21. Talks about TV shows when they are on	24	1	2	3	3	S	CM	K
10.22. Maintains attention to some TV shows	24	1	2	3	3	E	A	K
10.23. Responds to emotions of others, sometimes with adult prompting (e.g., laughs at another's laugh, approaches crying child)	24	1	2	3	3	E	CG	S
10.24. Matches an object to a picture representing that object	24	1	2	3	3	E	CG	K
10.25. Unset when he or she cannot watch a show	30	1	2	3	3	S	S	S
10.26. Sits still while watching TV	30	1	2	3	3	E	S	S
10.27. Behaves appropriately when watching TV with an adult or sibling in the room	30	1	2	3	3	S	S	S
10.28. Talks about TV shows when they are not on	30	1	2	3	3	S	CM	K
10.29. Pretends to read	30	1	2	3	3	E	CG	K
10.30. Responds to others' feelings with caring behavior, without adult prompting (e.g., kisses hurt finger, takes toy to crying baby)	30	1	2	3	3	S	S	S
10.31. Indicates which TV show he or she would like to watch	36	1	2	3	3	S	CM	A
10.32. Cooperates with adults' requests during hanging out/TV/book time	36	1	2	3	3	S	S	S
10.33. Behaves appropriately when watching TV alone	36	1	2	3	3	E	S	S
10.34. Responds to characters on TV (e.g., character asks audience a question or directs audience to imitate)	36	1	2	3	3	S	CM	K
10.35. Plays quietly while adults watch TV	36	1	2	3	3	E	CG	S
10.36. Cooperates when channel is changed	36	1	2	3	3	S	S	S

10.37. Correctly points to letters or words when asked	36	1	2	3	3	S	CM	K
10.38. Anticipates what will happen next in the story	36	1	2	3	3	I	CG	K

<b>11. Grocery Shopping</b>	Starting age in months	Not yet	Sometimes	Often	Beyond this	Func <sup>a</sup>	Dev <sup>b</sup>	Out <sup>c</sup>
11.1. Makes transitions from the grocery store without getting upset	0	1	2	3	3	S	S	S
11.2. Participates in grocery shopping for short periods without fussing or getting upset	2	1	2	3	3	S	S	S
11.3. While seated in the cart, holds items	6	1	2	3	3	E	M	A
11.4. Waves in response to <i>Bye-bye</i>	6	1	2	3	3	E	CM	S
11.5. Sits independently in the cart	9	1	2	3	3	I	M	A
11.6. Points to items	9	1	2	3	3	E	CM	K
11.7. Sits in the cart for 30 minutes without fussing	12	1	2	3	3	E	S	S
11.8. Indicates what he or she wants	12	1	2	3	3	S	CM	A
11.9. Uses words or signs while at the grocery store	12	1	2	3	3	S	CM	K
11.10. Carries items	17	1	2	3	3	E	M	A
11.11. Recognizes and labels grocery items	18	1	2	3	3	E	CM	K
11.12. Talks about/point to the items or people	21	1	2	3	3	S	CM	K
11.13. Pushes a stroller or pretend shopping cart	21	1	2	3	3	E	CG, M	A
11.14. Gets items parents have requested off shelf	30	1	2	3	3	S	CM	K
11.15. Responds appropriately to unknown adults in the grocery store	36	1	2	3	3	S	S	S
11.16. Shows interest in other children	36	1	2	3	3	S	S	S
11.17. Stays with the adult at the store	36	1	2	3	3	S	S	A
11.18. Walks alongside the cart	36	1	2	3	3	I	M, A	A
11.19. Cooperates with adults' requests during grocery shopping	36	1	2	3	3	S	S	S

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<b>12. Outdoors</b>	<b>Starting age in months</b>	<b>Not yet</b>	<b>Some-times</b>	<b>Often</b>	<b>Beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
12.1. Cooperates in moving from one thing to another	0	1	2	3	3	S	S	S
12.2. Walks	13	1	2	3	3	I	M	A
12.3. Runs	18	1	2	3	3	I	M	A
12.4. Moves ride-on toys without pedals	18	1	2	3	3	I	M	A
12.5. Jumps	22	1	2	3	3	I	M	A
12.6. Uses slides (i.e., goes up and down small slide)	23	1	2	3	3	I	M	A
12.7. Plays appropriately with sandbox toys	24	1	2	3	3	E	CG	K
12.8. Plays with a variety of toys outdoors	24	1	2	3	3	E	CG	K
12.9. Plays outdoors for 30 minutes without fussing	24	1	2	3	3	E	S	S
12.10. Shows interest in the playground	24	1	2	3	3	E	CG	K
12.11. Regains balance	24	1	2	3	3	I	M	A
12.12. Walks up stairs alone (both feet on each step)	24	1	2	3	3	I	M	A
12.13. Walks downstairs alone (both feet on each step)	25	1	2	3	3	I	M	A
12.14. Jumps from bottom step, no assistance, both feet together	27	1	2	3	3	I	M	A
12.15. Walks forward and backward	28	1	2	3	3	I	M	A
12.16. Walks upstairs alone (alternating feet)	30	1	2	3	3	I	M	A
12.17. Uses pedals on tricycle: goes 4-6 feet	32	1	2	3	3	I	M	A
12.18. Climbs jungle gym and ladders: swings by hands	34	1	2	3	3	I	M	A
12.19. Walks downstairs alone (alternating feet)	34	1	2	3	3	I	M	A
12.20. Plays appropriately on playground equipment	34	1	2	3	3	E	CG	K
12.21. Stays in the playground area, does not run away or climb fences	36	1	2	3	3	E, I	A	A
12.22. Follows directions given at a distance	36	1	2	3	3	S	CM	K
12.23. Uses big slides	36	1	2	3	3	I	M	A
12.24. Swings on regular swing	36	1	2	3	3	I	M	A
12.25. Shows interest in other children playing	36	1	2	3	3	S	S	S
12.26. Gets along with other children in settings like a	36	1	2	3	3	S	S	S

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playground at a park								
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<b>13. Bedtime</b>	<b>Starting age in months</b>	<b>Not yet</b>	<b>Some-times</b>	<b>Often</b>	<b>Beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
13.1. Falls asleep independently	0	1	2	3	3	I	A	A
13.2. Makes transitions to bedtime without getting upset (< 3 MO, LEAVE BLANK)	3	1	2	3	3	S	S	S
13.3. Sleeps in his or her own crib or bed	3	1	2	3	3	I	A	A
13.4. Stays in an almost-dark room without fussing	3	1	2	3	3	I	A	S
13.5. Consoles self with object (e.g., blanket, toy, pacifier)	4	1	2	3	3	S	S	S
13.6. Sleens through the night with 1-2 naps during the day	6	1	2	3	3	I	A	A
13.7. Indicates what he or she wants during the bedtime routine	12	1	2	3	3	S	CM	A
13.8. Uses words or signs during the bedtime routine	12	1	2	3	3	S	CM	K
13.9. Uses words or signs to indicate he or she wants to sleep	12	1	2	3	3	S	CM	A
13.10. Indicates understanding words about bedtime	12	1	2	3	3	S	CM	K
13.11. Goes through the steps in the bedtime routine	24	1	2	3	3	E	CG	K
13.12. Plays while on the bed, if not sleeping	24	1	2	3	3	E	CG	K
13.13. Once out to bed, stays there throughout the night	30	1	2	3	3	I	A	A
13.14. Goes to bed quickly, even if not to sleep	31	1	2	3	3	E	S	S
13.15. Talks about his or her day or what will happen tomorrow	36	1	2	3	3	S	CM	K
13.16. Cooperates with adults' requests to go to bed after bedtime routine	36	1	2	3	3	S	S	S

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## SCORING

The MEISR can be scored in a number of ways to show a profile of child functioning. A calculator, a spreadsheet program, or a statistical software program can be used to calculate means (averages) and standard deviations (indications of the spread of scores around the mean). The following aggregations of scores should be useful.

### MASTERY OF SKILLS UNRELATED TO AGE

These scores simply count up the number of skills within routines that the child has mastered. Different routines have different numbers of skills at different ages, so these aggregated scores should be interpreted cautiously.

#### FUNCTIONAL DOMAINS

- Mean number of 3s (mastery of skills) for all skills across routines
- Mean number of 3s for engagement across routines
- Mean number of 3s for independence across routines
- Mean number of 3s for social relationships across routines

#### DEVELOPMENTAL DOMAINS

- Mean number of 3s for adaptive across routines
- Mean number of 3s for cognitive across routines
- Mean number of 3s for communication across routines
- Mean number of 3s for motor across routines

- Mean number of 3s for social across routines

#### OSEP/ECO OUTCOMES

- Mean number of 3s for positive social relations across routines
- Mean number of 3s for acquiring and using knowledge and skills across routines
- Mean number of 3s for taking action to meet needs across routines

All these scores should be examined within routines for monitoring progress. Families might be interested in children's improving their functioning within different times of the day.

### AGE-RELATED MASTERY OF SKILLS

The starting ages in months on the MEISR were extrapolated from existing tests and curricula. The accuracy cannot be guaranteed, and children vary considerably in their starting ages for different skills. Nevertheless, these rough starting ages can be used to estimate age-related mastery of skills.

#### PROGRESS MONITORING STATUS

This score is the percentage of skills scored as a 3 up to and including the child's age in the "starting age" cell. It is scored by routine and can be averaged across routines for an overall competence measure. Scores can also be subdivided as above by the three functional domains, the five developmental domains, or the three OSEP/ECO outcomes—by routine and overall.

The steps for determining the status score are, for each routine,

1. Draw a line on the MEISR after the last skill that begins before the child's current age. For example, for a 17-month-old, the line in Waking Up would be drawn after 1.19 (starting age = 12 months), because 1.20 (starting age = 18 months) begins at an age older than 17 months.
2. Add up the number of items scored as 3, up to the line drawn (i.e., the child's age).
3. Divide that number by the number of items below the child's age. (Omit items skipped because they are not appropriate owing to a child's disability, such as "pays attention" for a child who is blind or has a visual impairment.) In the example, this would be 19: Items 1.1-1.19 are all the items below the child's age.
4. Multiply that fraction by 100. This produces the percentage of age-related skills the child has mastered in that routine.

These steps are followed for all routines and can be sorted by functional domain, developmental domain, and OSEP/ECO outcomes.

#### PERCENTAGE DELAY ESTIMATE

Recognizing that the ages might not be accurate, the percentage delay can be estimated by subtracting the percentages calculated for competence (i.e., the percentage of skills scored as a 3 up to and including the child's age in the "starting age" cell) from 100. For example, if a child's mean competence across routines for cognitive skills (i.e., all the CGs scored as a 3 up to the child's age, divided by the total number of CGs possible for the child's age, multiplied by 100, averaged across routines) is 67, the child's percentage delay in cognitive is 33. Excel sheets for organizing scores for routines, competence, percentage delay, and sorting by domains or outcomes are available from [research@siskin.org](mailto:research@siskin.org).

***The MEISR should not be used for developmental evaluations requiring month-level scores or for any high-stakes evaluations, such as eligibility for programs. The purpose is to develop a profile of a child's functioning and to monitor progress with that profile.***

1. Waking Up	Starting age	Not yet	Some-times	Often	Beyond this	Func <sup>nn</sup>	Dev <sup>oo</sup>	Out <sup>pp</sup>	<p style="text-align: center;"><b>Status Score Example</b></p> <p>1. Line drawn at 1.19 for 17 month old child.</p> <p>2. Add up number of items scored 3. These are the items highlighted in green in the example. This is 17.</p> <p>3. Divide that number by the total number of items under age of 17 months. That is 19. So, <math>17 \div 19 = .89</math>. Then multiply that by 100 to give you 89. In this example the 17 month old child has mastered 89% of the age related items in the waking up routine.</p>
1.1. Makes vocal sounds	0	1	2	3	3	S	CM	K	
1.2. Enjoys being held, rocked, touched	0	1	2	3	3	S	S	S	
1.3. Makes transitions out of bed without ...	0	1	2	3	3	S	S	S	
1.4. Is awake more during the day than at night	1	1	2	3	3	I	A	A	
1.5. Seems happy to see or hear adults	1.5	1	2	3	3	S	S	S	
1.6. Tries to get hold of objects in the crib or bed	2	1	2	3	3	E	M	K	
1.7. Turns over	2	1	2	3	3	I	M	A	
1.8. Smiles, kicks, moves arms excitedly when...	2	1	2	3	3	S	S	S	
1.9. Shows interest in crib toys	2.5	1	2	3	3	E	CG	K	
1.10. Plays with crib toys	2.5	1	2	3	3	E	CG	K	
1.11. Turns towards the sound of someone's ...	3	1	2	3	3	S	CM	S	
1.12. Maintains sitting	5	1	2	3	3	I	M	A	
1.13. Raises arms to be picked up/held ...	5	1	2	3	3	S	CM	A	
1.14. Comes to sitting	6	1	2	3	3	I	M	A	
1.15. Pulls to stand	6	1	2	3	3	I	M	A	
1.16. Calls out for adults	6.5	1	2	3	3	S	CM, S	A, S	
1.17. Wakes up without crying immediately	8	1	2	3	3	S	A	A	
1.18. Stands and cruises around crib	9.5	1	2	3	3	I	M	A	
1.19. Wakes with a communicative call	12	1	2	3	3	S	CM	S	
1.20. Climbs in and out of bed independently	18	1	2	3	3	I	M	A	
1.21. Plays with toys in room until adult ...	18	1	2	3	3	I	M, S	K	
1.22. Wakens, leaves bedroom, & explores ...	18	1	2	3	3	I	CG	A	
1.23. Leaves room to find an adult	18	1	2	3	3	S	M, S	A	
1.24. Proceeds to toileting routine independently	24	1	2	3	3	I	M	A	
1.25. Cooperates with adults' requests	36	1	2	3	3	S	S	S	

<sup>nn</sup> Functional domain: E = engagement, I = independence, S = social relationships

<sup>oo</sup> Developmental domain: A = adaptive, CG = cognitive, CM = communication, M = motor, S = social

<sup>pp</sup> Outcomes: S = positive social relations, K = acquiring and using knowledge and skills, A = taking action to meet needs