

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

R.A. McWilliam and Shana Hornstein © 2007

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An instrument to develop a profile of a 0- through 5-year-old child's functioning in home routines. 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; and (c) to monitor a child's progress.

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

Date: \_\_\_\_\_ Relationship to child: \_\_\_\_\_

Name of program or school: \_\_\_\_\_

City and state: \_\_\_\_\_

## Measure of Engagement, Independence, and Social Relationships

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### Instructions:

Rate the child's development in performing the following activities at each time of day. If you have not seen the child do it, rate it a 1. If you have seen the child do it from time to time, rate it a 2. If you see the child doing it a lot, rate it a 3. If the child used to do it a lot but has outgrown it, rate it a 4.

Month levels are for interpretation only, not for scoring. That is, in deciding whether to intervene to help a child with a skill, the family might be interested in typical months in which children show the skill. These month levels are estimates for typically developing children and should not be interpreted as accurate cut-off scores. Not all items have associated ages in months.

**CIRCLE** the number that best represents the child's stage of doing what is described in each statement.

	Age in months	Does not do this yet	Does this some-times	Does this often	Past this; used to do it	Functional Domain <sup>a</sup>	Developmental Domain <sup>b</sup>
<b>1. Waking Up</b>							
1.1. Makes vocal sounds	0-2.5	1	2	3	4	S	CM
1.2. Enjoys being held, rocked, touched	0-6	1	2	3	4	S	S
1.3. Shows interest in crib toys	1-6	1	2	3	4	E	CG
1.4. Seems happy to see adults	1.5-4	1	2	3	4	S	S
1.5. Makes transitions out of bed without becoming upset	3-6 *See 1.18	1	2	3	4	S	S
1.6. Turns towards the sound of someone's voice	3-7	1	2	3	4	S	CM
1.7. Tries to get hold of objects in the crib or bed	4.5-5.5	1	2	3	4	E	M

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	Age in months	Does not do this yet	Does this sometimes	Does this often	Past this; used to do it	Functional Domain <sup>a</sup>	Developmental Domain <sup>b</sup>
1.8. Turns over	6+	1	2	3	4	I	M
1.9. Comes to sitting	6-10	1	2	3	4	I	M
1.10. Pulls to stand	6-10	1	2	3	4	I	M
1.11. Calls out for adults	6.5-11.5	1	2	3	4	S	CM, S
1.12. Plays with crib toys	8+	1	2	3	4	E	CG
1.13. Wakes up without crying immediately	8+	1	2	3	4	S	A
1.14. Maintains sitting	7-8	1	2	3	4	I	M
1.15. Cruises	12+	1	2	3	4	I	M
1.16. Raises arms to be picked up/held when he/she first wakes up	12+	1	2	3	4	S	CM
1.17. Climbs in and out of bed independently	24+	1	2	3	4	I	M
1.18. Cooperates with adults' requests	36	1	2	3	4	S	S
1.19. Plays with toys in room until adult or sibling comes	18+	1	2	3	4	I	M, S
1.20. Proceeds to toileting routine independently	24-36+	1	2	3	4	I	M
1.21. Leaves room to find an adult	12-18+	1	2	3	4	S	M, S
<b>2. Meal Times</b>							
2.1. Makes transitions to and from mealtimes without becoming upset	1+	1	2	3	4	S	S
2.2. When nursing or bottle feeding, sucks strongly enough	2-5	1	2	3	4	I	A
2.3. Drinks appropriate amount from bottle or when nursing	2-5 *See 6.06	1	2	3	4	I	A

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	<b>Age in months</b>	<b>Does not do this yet</b>	<b>Does this sometimes</b>	<b>Does this often</b>	<b>Past this; used to do it</b>	<b>Functional Domain<sup>a</sup></b>	<b>Developmental Domain<sup>b</sup></b>
2.4. Holds own bottle	5.5-9	1	2	3	4	I	M
2.5. Sits in a high chair without slumping over	5-24	1	2	3	4	I	M
2.6. Eats without drooling	7-12+	1	2	3	4	I	A, M
2.7. Feeds him or herself with fingers	9-12	1	2	3	4	I	M
2.8. Uses words or signs for “eat” and “drink”	12+	1	2	3	4	S	CM
2.9. Drinks from a sippy cup by him- or herself	12-18	1	2	3	4	I	A
2.10. Drinks from a cup without a lid by him- or herself	12-18+	1	2	3	4	I	A
2.11. Uses a spoon with moderate success	15-24	1	2	3	4	I	M
2.12. Uses a spoon independently	15-24+	1	2	3	4	I	M
2.13. Drinks an appropriate amount from cup at one time (i.e., with each sip)	18+	1	2	3	4	I	A
2.14. Uses words or signs for specific foods or drink	18+	1	2	3	4	S	CM
2.15. Indicates when hungry or thirsty	18-19+	1	2	3	4	S	CM
2.16. Communicates “more”	18-19+	1	2	3	4	S	CM
2.17. Communicates “finished”	18-19+	1	2	3	4	S	CM
2.18. Puts an appropriate amount of food in the mouth at one time	18-24+	1	2	3	4	I	A
2.19. Swallows	18-24+	1	2	3	4	I	A, M

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	Age in months	Does not do this yet	Does this sometimes	Does this often	Past this; used to do it	Functional Domain <sup>a</sup>	Developmental Domain <sup>b</sup>
2.20. Sits in a regular (can be child-sized) chair	18-24+	1	2	3	4	I	M
2.21. Chews food	18-24+	1	2	3	4	I	A, M
2.22. Eats a variety of foods	23-25+	1	2	3	4	I	A
2.23. Sits for at least 15 minutes without whining	24+	1	2	3	4	E	S
2.24. Pays attention to others around him or her	24+	1	2	3	4	S	CG
2.25. Bites off pieces of hard foods (apples, meat, cookies)	30+	1	2	3	4	I	A
2.26. Pours liquid into a cup	30-36+	1	2	3	4	I	M
2.27. Serves with a utensil	30-36+	1	2	3	4	I	M
2.28. Spreads with a knife	30-36+	1	2	3	4	I	M
2.29. Removes wrappers and peels before eating	30-36+	1	2	3	4	I	A
2.30. Uses a fork	30-36+	1	2	3	4	I	M
2.31. Stays seated for mealtimes	36+	1	2	3	4	E	S
2.32. Eats without refusing food or drink	36+	1	2	3	4	S	S
2.33. Eats meals on a fairly regular schedule	36+	1	2	3	4	E	A
2.34. Cooperates with adults' requests	36+	1	2	3	4	S	S
2.35. Communicates the need for help (e.g., cutting, opening)	24+	1	2	3	4	I	CM

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	Age in months	Does not do this yet	Does this some-times	Does this often	Past this; used to do it	Functional Domain <sup>a</sup>	Developmental Domain <sup>b</sup>
2.36. Uses a napkin to clean mouth and hands	24+	1	2	3	4	I	A, M
2.37. Makes choices about food (e.g., picks desired food at restaurant)	32-36+	1	2	3	4	I	CG
2.38. Has enough fork control to stab, dip in sauce, and get to mouth	36+	1	2	3	4	I	A, M
<b>3. Getting Dressed</b>							
3.1. Transitions to and from dressing without getting upset	1+	1	2	3	4	S	S
3.2. Participates in dressing without getting upset	10.5-12+	1	2	3	4	S, E	S
3.3. Assists with dressing by extending an arm or leg for a sleeve or pants	10.5-12+	1	2	3	4	E, I	A
3.4. Removes articles of clothing by him- or herself	15-24+	1	2	3	4	I	A
3.5. Undoes fasteners (zippers, snaps, buttons)	18-21+	1	2	3	4	I	M
3.6. Helps undress self	18-36	1	2	3	4	I	A, S
3.7. Uses signs or words for body parts	19-22+	1	2	3	4	S	CM
3.8. Indicates he or she understands the names of any body parts	15-22+	1	2	3	4	S	CM
3.9. Helps dress self	28-32+	1	2	3	4	I	A
3.10. Indicates he or she understands the names of articles of clothing	15-22+	1	2	3	4	S	CM
3.11. Fastens zippers, snaps, buttons	30-36+	1	2	3	4	I	M

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	Age in months	Does not do this yet	Does this some-times	Does this often	Past this; used to do it	Functional Domain <sup>a</sup>	Developmental Domain <sup>b</sup>
3.12. Puts on articles of clothing by him- or herself	32+	1	2	3	4	I	A
3.13. Indicates what he or she wants to wear	32+ *See 6.92	1	2	3	4	E	CM
3.14. Uses signs or words during dressing	32+ *See 9.92	1	2	3	4	S	CM
3.15. Uses signs or words for articles of clothing	32+	1	2	3	4	E, S	CM
3.16. Cooperates with adults' requests	36+	1	2	3	4	S	S
3.17. Dresses and undresses but requires help with buttons and laces	48-60	1	2	3	4	I	M, S
3.18. Gets dressed and undressed independently	60+	1	2	3	4	I	A, M
3.19. Puts on coat with assistance	28-36	1	2	3	4	I	A, M, S
3.20. Puts coat on independently, including zipping	60+	1	2	3	4	I	M
3.21. Wears a variety of textures and fits	6-12+	1	2	3	4	E	A
3.22. Wears underwear	24-36+	1	2	3	4	I	A, M
3.23. Wears socks and shoes	24+	1	2	3	4	I	A, M
<b>4. Toileting/Diaper</b>							
4.1. Participates in the transitions to and from diapering/toileting without whining or getting upset	1+	1	2	3	4	S	S
4.2. Cooperates with diaper change	1-24;	1	2	3	4	S	S

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	36+						
	Age in months	Does not do this yet	Does this some-times	Does this often	Past this; used to do it	Functional Domain <sup>a</sup>	Developmental Domain <sup>b</sup>
4.3. Pays attention to surroundings, including changer's face, during diaper change	3	1	2	3	4	E	CG
4.4. Indicates when he or she needs to be changed or use the toilet	12-18 or 31+	1	2	3	4	S	CM
4.5. Indicates he or she understands words associated with toileting	15-22+	1	2	3	4	S	CM
4.6. Sits on the toilet (chair) for an appropriate amount of time	18-24	1	2	3	4	E	S
4.7. Uses the toilet (chair) independently	18-24	1	2	3	4	I	A
4.8. Uses words or signs during diapering/toileting	19-22+	1	2	3	4	S	CM
4.9. Participates in hand washing	19-24	1	2	3	4	E	S
4.10. Lowers pants to use the toilet	24-26	1	2	3	4	I	M
4.11. Independently washes hands after toileting, with or without reminder	24-30	1	2	3	4	I	A
4.12. Stops what he or she is doing when he or she needs to use the toilet	24-36	1	2	3	4	E	CG
4.13. Pulls up pants after using toilet	26-28	1	2	3	4	I	M
4.14. Occasionally lasts the whole night without wetting	30-42	1	2	3	4	I	A

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	Age in months	Does not do this yet	Does this some-times	Does this often	Past this; used to do it	Functional Domain <sup>a</sup>	Developmental Domain <sup>b</sup>
4.15. Lasts three hours without accidents (if toilet trained)	31+	1	2	3	4	I	A
4.16. Talks about the toilet	31+	1	2	3	4	S	CM
4.17. When using the toilet, manages by self	36+	1	2	3	4	I	A, M
4.18. Cooperates with adults' requests	36	1	2	3	4	S	S
4.19. When the child indicates a need to go the bathroom, he or she actually has to go (i.e., no false alarms)	30-36	1	2	3	4	I, S	A, CG
4.20. Indicates need to go in enough time to get to the bathroom	30-36	1	2	3	4	I, S	CG, CM, S
4.21. Asks for help with wiping	24-42	1	2	3	4	I	M
<b>5. Going Out</b>							
5.1. Sits in car seat without whining	1+	1	2	3	4	I	S
5.2. Participates in outings without whining or getting upset	1+	1	2	3	4	E	S
5.3. Wears a coat, hat, or mittens without resisting	1+	1	2	3	4	I	S
5.4. Makes transitions easily back home from the activity	1+	1	2	3	4	S	S
5.5. Sits in car seat, facing the rear	1-12	1	2	3	4	I	M
5.6. Sits in a stroller	5+	1	2	3	4	I	M
5.7. Walks with or without help when given the opportunity	11-13	1	2	3	4	I	M

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5.8. Follows directions	12+	1	2	3	4	S	CM
5.9. Indicates understanding words related to going out	15-22+	1	2	3	4	S	CM
5.10. Participates in getting ready to go out without whining or getting upset	18+	1	2	3	4	S	S
5.11. Indicate what he or she wants when getting ready to go out	18+	1	2	3	4	S	CM
5.12. Plays with other children	18+	1	2	3	4	E, S	S
5.13. Occupies him- or herself while the adult is busy	18-24 *See 5.60	1	2	3	4	E	A
5.14. Labels things to request or comment on using words or signs	19-22+	1	2	3	4	S	CM
5.15. Uses words related to going out	19-22+	1	2	3	4	S	CM
5.16. Puts on his or her shoes independently	21-30	1	2	3	4	I	A
5.17. Stays with an adult when walking	24-30	1	2	3	4	E, S	S
5.18. Points to things to show adult	24-36	1	2	3	4	S	CM
5.19. Climbs into the car or car seat independently	24+	1	2	3	4	I	M
5.20. Cooperates with adults' requests	36+	1	2	3	4	S	S
5.21. Tells others about the outing afterwards	48+	1	2	3	4	S	S, CM
5.22. Talks about events in the future	48+	1	2	3	4	S	CM, CG
5.23. Uses a car seat until 40 lbs	(40 lb)	1	2	3	4	I	A, M

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5.24. Uses a booster seat after 40 lb	(40-80 lb)	1	2	3	4	I	A, M
5.25. Leaves seatbelt fastened	36+	1	2	3	4	I	A, CG
5.26. Stays close to adult or car in parking lot	36+	1	2	3	4	I, S	S
5.27. Helps carry items	36-48	1	2	3	4	I	M
5.28. Anticipates outings and asks when they will occur	48-60	1	2	3	4	S	CM, S
5.29. Responds appropriately when strangers approach or start a conversation	48+	1	2	3	4	S	CM, S
5.30. Asks permission before leaving the adult's side	48+	1	2	3	4	S	CM
5.31. Stays in or near the shopping cart	36+	1	2	3	4	I, S	A, CG
5.32. Understands "no" and doesn't have a tantrum when desired items cannot be purchased	30-36+	1	2	3	4	S	CG, S
<b>6. Play Time With Others</b>							
6.1. Makes transitions from play with others without getting upset	1+	1	2	3	4	S	S
6.2. Invites adults to play by vocalizing or smiling	4-5	1	2	3	4	S	S, CM
6.3. Talks or babbles back and forth in a sort of conversation	5.5-6.5	1	2	3	4	E, S	CM

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6.4. Plays simple games with an adult or older child	6-10	1	2	3	4	S	CG
6.5. Plays with others, without fussing or getting upset	9+	1	2	3	4	S	S
6.6. Shows or comments on toys to adults	9-12	1	2	3	4	S	CM
6.7. Imitates others	12	1	2	3	4	S	CG
6.8. If invited to play, responds	12-15	1	2	3	4	S	S
6.9. Initiates play with other children	15+	1	2	3	4	S	S, CM
6.10. Indicates he or she understands words for toys or games	15-22+	1	2	3	4	E, S	CM
6.11. Indicates what he or she wants during play	18+	1	2	3	4	S	CM
6.12. Uses words or signs during play	18-24	1	2	3	4	S	CM
6.13. Cleans up toys when directed to do so	21-23	1	2	3	4	S	CM
6.14. Indicates ownership over toys or items	23-24	1	2	3	4	S	S
6.15. Maintains control over his or her body in relationship to others	24+	1	2	3	4	I	M
6.16. During pretend play, assigns players roles	24-30	1	2	3	4	S	CG
6.17. Sustains play with others for appropriate amount of time	30+	1	2	3	4	E	CG
6.18. Takes turns	30+	1	2	3	4	S	CG

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6.19. Knows how to ask another child for a turn with a toy	30+	1	2	3	4	S	CM
6.20. Plays without messing up others' creations	36+	1	2	3	4	S	S
6.21. Cooperates with adults' requests	36	1	2	3	4	S	S
6.22. Uses loud (including rough and tumble) and quiet play at appropriate times/in appropriate contexts	36+	1	2	3	4	I	A, S
6.23. Understands how to play a joke on someone	48+	1	2	3	4	S	CM, S
6.24. Stays quiet during hide-and-seek	36+	1	2	3	4	E	A
6.25. Responds to conflict by crying or being aggressive	18-36	1	2	3	4	S	CM, S
6.26. Responds to conflict by seeking adult assistance	36-48+	1	2	3	4	S	CM, S
6.27. Tattles	36-60+	1	2	3	4	S	CM, S
<b>7. Play Time by Him- or Herself</b>							
7.1. Makes transitions from independent play without getting upset	1+	1	2	3	4	S	S
7.2. Touches various textures (finger paint, play doh, sand, soil, glue)	6+	1	2	3	4	E	A
7.3. Gets to toys by him- or herself	6-10+	1	2	3	4	I	M
7.4. Plays in a repetitive manner	6-12	1	2	3	4	E, I	CG

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7.5. Puts toys in and out of containers (e.g., dumping)	9-11	1	2	3	4	E, I	CG
7.6. Puts toys together and pull them apart	10-11 *See 1.58	1	2	3	4	E, I	M
7.7. Looks for hidden items	11-13 *See 1.62	1	2	3	4	E	CG
7.8. Initiates independent play	12-18+	1	2	3	4	I	CG
7.9. Plays with a variety of toys	12+	1	2	3	4	E, I	CG
7.10. Makes toys work by him- or herself	18+	1	2	3	4	E, I	CG, M
7.11. Makes marks on paper with crayons, paint, chalk, markers, etc.	18-36	1	2	3	4	E, I	M
7.12. Sustains independent play	24+	1	2	3	4	E, I	CG
7.13. Sustains play with the same toy for an appropriate amount of time	24+	1	2	3	4	E, I	CG
7.14. Makes choices easily of where/what to play	24+	1	2	3	4	E, I	CG
7.15. Plays with most toys in an appropriate way	24-28+	1	2	3	4	E, I	CG
7.16. Constructs things during play (e.g., build with blocks or legos)	24+	1	2	3	4	E, I	CG, M
7.17. Indicates knowing where toys or other objects belong (e.g., goes to shelf to find specific toy, puts things away)	24+	1	2	3	4	E, I	CG, CM

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7.18. Pretends to be something or someone	24-30+	1	2	3	4	S	CG
7.19. Pretends objects are something else	24-30+	1	2	3	4	S	CG
7.20. When something is difficult, doesn't give up easily	30+	1	2	3	4	E	CG
7.21. Cooperates with adults' requests	36	1	2	3	4	S	S
7.22. Knows play boundaries (e.g., driveway versus street)	36+	1	2	3	4	I	CG
7.23. Maintains safety while playing independently (e.g., doesn't climb, play with stove)	30+	1	2	3	4	I	A, CG
<b>8. Napping</b>							
8.1. Falls asleep independently	1+	1	2	3	4	I	A
8.2. Goes down for a nap quickly	6-48	1	2	3	4	S	S
8.3. Goes down for a nap without whining or getting upset	6-48	1	2	3	4	S	S
8.4. Plays while on the bed or in the crib, if not sleeping	12-48	1	2	3	4	E	CG
8.5. Uses words to indicate he or she wants to sleep	19-22+	1	2	3	4	S	CM
8.6. Uses words or signs before or after the nap	19-22+	1	2	3	4	S	CM
8.7. Sleeps in bed, not crib	24+	1	2	3	4	I	S
8.8. Indicates understanding words about nap	15-22+	1	2	3	4	S	CM

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	Age in months	Does not do this yet	Does this some-times	Does this often	Past this; used to do it	Functional Domain <sup>a</sup>	Developmental Domain <sup>b</sup>
8.9. Sleeps for long enough	12-24	1	2	3	4	I	A
8.10. Cooperates with adults' requests	36	1	2	3	4	S	S
8.11. Makes transitions from naptime without getting upset	1+	1	2	3	4	S	S
8.12. If not sleeping, doesn't disturb other children who are	24+	1	2	3	4	S	CG
8.13. If not napping, makes it through the afternoon/evening without getting grumpy	48-60+	1	2	3	4	I	A, S
<b>9. Bathing</b>							
9.1. Splashes in the water	6-12	1	2	3	4	E, I	M
9.2. Holds up limbs to be washed or tilt head back to rinse hair	8-12+	1	2	3	4	E	A, M
9.3. Holds the washcloth	9-12+	1	2	3	4	E, I	M
9.4. Washes body parts independently	36-48+	1	2	3	4	I	A
9.5. Participates in bathing without whining or getting upset	12+	1	2	3	4	S	S
9.6. Cooperates in washing face/head	36	1	2	3	4	S	S
9.7. Plays with bath toys	9-12+	1	2	3	4	E	CG
9.8. Retrieves toys that have fallen into the water	9-12+	1	2	3	4	E, I	CG
9.9. Sits up by him- or herself	6-12	1	2	3	4	I	M
9.10. Gets in or out of the bath by him- or herself	28-36+	1	2	3	4	I	M

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	Age in months	Does not do this yet	Does this some-times	Does this often	Past this; used to do it	Functional Domain <sup>a</sup>	Developmental Domain <sup>b</sup>
9.11. Makes eye contact, point, comment, or otherwise engage with adults during bathtime	6-12+	1	2	3	4	S	CG, CM
9.12. Indicates if the water temperature is uncomfortable	20-24+	1	2	3	4	S	CM
9.13. Indicates what he or she wants during bathtime	18-24+	1	2	3	4	S	CM
9.14. Uses words or signs during bathtime	19-22+	1	2	3	4	S	CM
9.15. Indicates understanding words related to bath time	15-22+	1	2	3	4	S	CM
9.16. Cooperates with adults' requests	36	1	2	3	4	S	S
9.17. Makes transitions from bath without getting upset	1+	1	2	3	4	S	S
9.18. Cooperates in toothbrushing	18-24	1	2	3	4	S	A
9.19. Cooperates in hairbrushing	24+	1	2	3	4	S	A
9.20. Cooperates in clipping nails	18-24	1	2	3	4	S	A
9.21. Responds to seeing him or herself in the mirror	3-5.5	1	2	3	4	S	CG
9.22. Brushes teeth independently	36+	1	2	3	4	I	M
9.23. Combs hair independently	36+	1	2	3	4	I	M
9.24. Shampoos hair independently	48-60	1	2	3	4	I	M
9.25. Turns shower water on and off independently	60+	1	2	3	4	I	M
9.26. Dries off independently	36-48	1	2	3	4	I	M

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	Age in months	Does not do this yet	Does this some-times	Does this often	Past this; used to do it	Functional Domain <sup>a</sup>	Developmental Domain <sup>b</sup>
9.27. Makes choices about toothpaste flavor, hair accessories, and so on, as appropriate	36-48+	1	2	3	4	I, S	CG, CM, S
9.28. Allows hair to be fixed without crying	24+	1	2	3	4	S	S
<b>10. Hanging Out/Watching TV/Books</b>							
10.1. Has favorite TV shows	24-36+	1	2	3	4	E	CG
10.2. Upset when he or she cannot watch a show	30-36+	1	2	3	4	S	S
10.3. Sits still while watching TV	30-36+	1	2	3	4	E	S
10.4. Indicates he/she would like to watch TV	24-30+	1	2	3	4	S	CM
10.5. Indicates which TV show he or she would like to watch	36+	1	2	3	4	S	CM
10.6. Turns the TV on or changes channels independently	48+	1	2	3	4	S	M
10.7. Behaves appropriately when watching TV alone	36+	1	2	3	4	E	S
10.8. Behaves appropriately when watching TV with an adult or sibling in the room	30-36+	1	2	3	4	S	S
10.9. Talks about TV shows when they are on	24-30	1	2	3	4	S	CM
10.10. Talks about TV shows when they are not on	30-36+	1	2	3	4	S	CM

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	Age in months	Does not do this yet	Does this some-times	Does this often	Past this; used to do it	Functional Domain <sup>a</sup>	Developmental Domain <sup>b</sup>
10.11. Responds to characters on TV (e.g., character asks audience a question or directs audience to imitate)	36+	1	2	3	4	S	CM
10.12. Uses words or signs during TV watching	19-22+	1	2	3	4	S	CM
10.13. Maintains attention to some TV shows	24+	1	2	3	4	E	A
10.14. Plays quietly while adults watch TV	36+	1	2	3	4	E	CG
10.15. Cooperates when channel is changed	36-42+	1	2	3	4	S	S
10.16. Finds appropriate things to do while adults are watching TV	42-48+	1	2	3	4	E	CG
10.17. When changing TV channels independently, knows which shows can and cannot be watched	60+	1	2	3	4	I	CG
10.18. Waits patiently for adult to start video (e.g., waits until traffic light so adult can start DVD player in vehicle)	48+	1	2	3	4	I	A, CG
10.19. Plays with books	8-9	1	2	3	4	E	CG
10.20. Orients books correctly (right side up, left to right)	12-24	1	2	3	4	I	CG
10.21. Turns pages	10-14	1	2	3	4	I	M

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	Age in months	Does not do this yet	Does this some-times	Does this often	Past this; used to do it	Functional Domain <sup>a</sup>	Developmental Domain <sup>b</sup>
10.22. Points to pictures, letters, or words in books	14-15	1	2	3	4	E	CM
10.23. Correctly points to letters or words when asked	19-27	1	2	3	4	S	CM
10.24. Stays with adult reading a book appropriate amount of time	12+	1	2	3	4	E	S
10.25. Anticipates what will happen next in the story	36+	1	2	3	4	I	CG
10.26. Pretends to read	12+	1	2	3	4	E	CG
10.27. Does not bite the book	6-12	1	2	3	4	E	CG
10.28. Does not bend or tear the book	12	1	2	3	4	E	CG
10.29. Has a favorite book	18-24+	1	2	3	4	E	CG
10.30. Cooperates with adults' requests	36	1	2	3	4	S	S
10.31. Makes transitions to another activity without getting upset	1+	1	2	3	4	S	S
<b>11. Grocery Shopping</b>							
11.1. Sits independently in the cart	9+	1	2	3	4	I	M
11.2. Sits in the cart for 30 minutes without whining	12+	1	2	3	4	E	S
11.3. While seated in the cart, holds items	6-12	1	2	3	4	E	M
11.4. Gets items parents have requested off shelf	30-36	1	2	3	4	S	CM
11.5. Carries items	24+	1	2	3	4	E	M

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	Age in months	Does not do this yet	Does this some-times	Does this often	Past this; used to do it	Functional Domain <sup>a</sup>	Developmental Domain <sup>b</sup>
11.6. Recognizes and labels any grocery items	48-60+	1	2	3	4	E	CM
11.7. Talks about/point to the items or people	36+	1	2	3	4	S	CM
11.8. Responds appropriately to unknown adults in the grocery store	36+	1	2	3	4	S	S
11.9. Shows interest in other children	36+	1	2	3	4	S	S
11.10. Stays with the adult at the store	30-36	1	2	3	4	S	S
11.11. Follows directions to get an item	48-60+	1	2	3	4	S	CM
11.12. Walks alongside the cart	36+	1	2	3	4	I	M, A
11.13. Indicates what he or she wants	30+	1	2	3	4	S	CM
11.14. Uses words or signs while at the grocery store	19-22+	1	2	3	4	S	CM
11.15. Participates in grocery shopping without whining or getting upset	30-36+	1	2	3	4	S	S
11.16. Cooperates with adults' requests	36	1	2	3	4	S	S
11.17. Makes transitions from the grocery store without getting upset	1+	1	2	3	4	S	S
<b>12. Outdoors</b>							
12.1. Plays appropriately on playground equipment	36-48	1	2	3	4	E	CG
12.2. Plays appropriately with sandbox toys	24+	1	2	3	4	E	CG

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	Age in months	Does not do this yet	Does this some-times	Does this often	Past this; used to do it	Functional Domain <sup>a</sup>	Developmental Domain <sup>b</sup>
12.3. Plays with a variety of toys outdoors	24-30+	1	2	3	4	E	CG
12.4. Plays outdoors for 30 minutes without fussing	24+	1	2	3	4	E	S
12.5. Stays in the playground area, does not run away or climb fences	30+	1	2	3	4	E, I	A
12.6. Follows directions given at a distance	36+	1	2	3	4	S	CM
12.7. Shows interest in the playground	24+	1	2	3	4	E	CG
12.8. Initiates play outdoors	36+	1	2	3	4	E	CG
12.9. Sustains play outdoors	30-36	1	2	3	4	E	CG
12.10. Cooperates in moving from one thing to another	30-36	1	2	3	4	S	S
12.11. Walks	17.5-19.5	1	2	3	4	I	M
12.12. Runs	24-30	1	2	3	4	I	M
12.13. Jumps	22-30	1	2	3	4	I	M
12.14. Climbs	24-36	1	2	3	4	I	M
12.15. Uses slides	36-48	1	2	3	4	I	M

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	Age in months	Does not do this yet	Does this some-times	Does this often	Past this; used to do it	Functional Domain <sup>a</sup>	Developmental Domain <sup>b</sup>
12.16. Swings	36-48+	1	2	3	4	I	M
12.17. Regains balance	24+	1	2	3	4	I	M
12.18. Walks forward and backward	28-29.5	1	2	3	4	I	M
12.19. Shows interest in other children playing	36+	1	2	3	4	S	S
12.20. Gets along with other children in settings like a playground at a park	36+	1	2	3	4	S	S
<b>13. Bedtime</b>							
13.1. Goes to bed quickly	30-36	1	2	3	4	E	S
13.2. Goes through the steps in the bedtime routine	24-36	1	2	3	4	E	CG
13.3. Plays while on the bed, if not sleeping	24+	1	2	3	4	E	CG
13.4. Falls asleep independently	9-18	1	2	3	4	I	A
13.5. Sleeps in his or her own crib or bed	3+	1	2	3	4	I	A
13.6. Stays in an almost-dark room without whining	3+	1	2	3	4	I	A
13.7. Indicates what he or she wants during the bedtime routine	24+	1	2	3	4	S	CM
13.8. Uses words or signs during the bedtime routine	19-22+	1	2	3	4	S	CM
13.9. Uses words or signs to indicate he or she wants to sleep	19-22+	1	2	3	4	S	CM

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	<b>Age in months</b>	<b>Does not do this yet</b>	<b>Does this some-times</b>	<b>Does this often</b>	<b>Past this; used to do it</b>	<b>Functional Domain<sup>a</sup></b>	<b>Developmental Domain<sup>b</sup></b>
13.10. Indicates understanding words about bedtime	15-22+	1	2	3	4	S	CM
13.11. Talks about his or her day or what will happen tomorrow	36-48+	1	2	3	4	S	CM
13.12. Once put to bed, stays there throughout the night	30-36	1	2	3	4	I	A
13.13. Cooperates with adults' requests	36	1	2	3	4	S	S
13.14. Makes transitions to bedtime without getting upset	1+	1	2	3	4	S	S

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## Scoring Instructions

The MEISR produces a profile of child's functioning by routines. It does not produce a developmental score that can be equated to an age equivalent. Although, technically, we do not know that the four possible scores for each item are equal intervals, and therefore the rating scale is not truly a continuous measure, for simplicity it will be treated as such.

**Instructions:** Average the scores for each routine, by adding all the circled scores and dividing by the number of circled items in that routine. If using a calculator, calculate the standard deviation for each mean (average). Enter these scores in the following table:

Routine	M	SD
Waking Up		
Meal Times		
Getting Dressed		
Toileting/Diaper		
Going Out		
Playing With Others		
Playing Independently		
Napping		
Bathing		
Hanging Out/Watching TV/Books		
Grocery Shopping		
Outdoors		
Bedtime		

### Graphing the MEISR in Excel

1. Enter the heading row and the scores above or copy and paste them into a blank Excel worksheet.
2. Highlight all the entries (i.e., the whole Excel table).
3. Click Insert-Chart.
4. Select Column under Chart type and Clustered Column (the first option) under Chart sub-type. The means (averages) will be the left column for each routine, and the standard deviation will be the right column.
5. Click on Next; make sure Columns is selected for Series in:
6. Click on Next. Insert the child's name in the Chart title box.
7. Click on Next. Place chart: Select As object in: Sheet 1.
8. Click on Finish.
9. Click on chart and drag corner to increase the size of the chart.
10. Right click on the X axis to select Format Axis.
11. Select the Font tab and select Size: 10 or lower until the font size of the routines under the X axis is small enough to allow all the routine names to be seen.
12. Optional: Right click on the Y axis to decrease the font size of the mean scores.
13. For consistency across children's graphs, if the child does not have mean scores above 3, the graph will automatically have 3 as the maximum. The Y axis can be formatted to make the maximum score on the scale (select Scale tab) a 4.

Below is an example of a profile for “Johnny Mathis.”

### **Interpretation**

The mean columns can show relative strengths and weaknesses in engagement, independence, and social relationships (all grouped together) by routine. The standard deviation tells you how variable the scores are. The higher the standard deviation, the more variable the child’s functioning is in that routine.

In the example chart, Johnny’s functioning is especially competent at meal times, going out, and napping. He is least competent in bathing, and toileting/diaper. His functioning is quite variable in going out, playing independently, and grocery shopping. But the functioning is very stable in seven of his routines (see the low *SDs*).

Note that we would not necessarily select intervention targets from this profile. This merely serves as a record of Johnny’s functioning at this time. The family might be interested in the items that contributed to high and low scores. Unlike items on tests, which are designed to produce developmental scores in

the aggregate, the items on the MEISR are all potentially functional. For an individual child and family, however, any given item might be irrelevant



