

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

The MEISR is a list of skills that infants and toddlers (birth to 3 years of age) typically display in everyday routines within the home and community. To complete the MEISR, caregivers assess a child's level of functional participation in 14 different routines. For the purposes of the MEISR, a caregiver is defined as someone who has observed the child often in the home. Caregivers may work together with a professional to complete the MEISR.

The MEISR has many benefits within the context of early intervention. Prior to administration, professionals should discuss the specific purpose and benefits as they apply to each child and family.

Directions to professionals: Ask caregivers to rate **all items** within each routine, including items with a typical starting age beyond the child's age. Follow instructions at the bottom of each routine to determine scoring. Scores indicate a child's level of mastery by age (relative to typical starting age for skills) and by routine (relative to all skills for that routine up to 36 months of age). Once completed, transfer scores for all routines to the MEISR Scoring Summary page. See the Manual for complete administration instructions (Chapters 4 and 6) and scoring instructions (Chapter 7).

Directions to caregivers: On a scale from 1 to 3 (Not Yet, Sometimes, Often or Beyond this), rate your child's level of functioning in performing activities. Circle 1, 2, or 3 for each skill. Depending on the child's age, some activities may be beyond your child's capability. This is expected. The MEISR takes about 45 minutes to complete.

Child's name:	Child's DOB:	Today's Date:
	Child's Age in Months:	Date(s) of previous MEISR use (if applicable):
Caregiver(s) Name and Relationship to Child:		
Caregiver(s) Contact Information:		
Professional(s) Name and Affiliation:		
Professional(s) Contact Information:		

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MEISR Scoring Summary

MEISR Routines <i>(# of items in routine)</i>	A. Total # of 3s	B1. Total Number of Items Scored For Child's Age	B2. Percentage of Items Mastered by Child's Age $(A/B1 * 100 = \%)$	C1. Total Number of Items Scored For Routine	C2. Percentage of Items Mastered by Routine $(A/C1 * 100 = \%)$
o1. Waking Up (25)			%		%
o2. Toileting/Diapering (20)			%		%
o3. Meal Times (47)			%		%
o4. Dressing Time (29)			%		%
o5. Hangout-TV-Books (38)			%		%
o6. Play with Others (38)			%		%
o7. Nap Time (14)			%		%
o8. Outside (26)			%		%
o9. Play by Him or Herself (35)			%		%
o10. Bath Time (30)			%		%
o11. Bedtime (16)			%		%
o12. Going Out (35)			%		%

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13. Grocery Shopping (18)			%		%
14. Transition Time (15)			%		%
TOTALS			%		%

1. Waking Up		Typical starting age in months	Not yet	Some-times	Often or Beyond this	Func ^a	Dev ^b	Out ^c
Participates in <u>waking up</u> time by ...								
1.01	Making vocal sounds	0	1	2	3	S	CM	K
1.02	Showing enjoyment when held, rocked, touched by caregiver	0	1	2	3	S	S	S
1.03	Looking at caregiver and making eye contact	0	1	2	3	S	S	S
1.04	Easily turning head to both sides	1	1	2	3	I	M	A
1.05	Acting happy to see or hear caregiver	1	1	2	3	S	S	S
1.06	Showing interest in crib toys (e.g., watching mobile)	2	1	2	3	E	CG	K
1.07	Turning over from side to tummy or side to back	2	1	2	3	I	M	A
1.08	Smiling, kicking, moving arms excitedly when sees caregiver	2	1	2	3	S	S, M	S
1.09	Reaching out for or batting at toys, repeating action with enjoyment	3	1	2	3	E	CG, M	K
1.10	Playing with hands and feet, touching and watching movements	3	1	2	3	E	CG	K
1.11	Turning towards the sound of caregiver's voice	3	1	2	3	S	S	S
1.12	Maintaining sitting at least briefly	5	1	2	3	I	M	A
1.13	Raising arms to be picked up when caregiver reaches for child	5	1	2	3	S	CM, S	S
1.14	Sitting when placed in sitting	6	1	2	3	I	M	A
1.15	Moving up and down by bending knees when supported in standing	6	1	2	3	I	M	A
1.16	Calling out for caregivers (e.g., shouting, vocalizing)	7	1	2	3	S	CM, S	A
1.17	Waking up without crying immediately (calming self)	8	1	2	3	E	S	S

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1.18	Standing and cruising around crib	10	1	2	3	I	M	A
1.19	Saying mama or dada when sees mama or dada	12	1	2	3	S	CM, S	S
1.20	Standing for several seconds without support	12	1	2	3	I	M	A
1.21	Playing with toys momentarily until caregiver comes (i.e., coping)	18	1	2	3	E	S	S
1.22	Responding to caregiver's greeting with a sign or word	18	1	2	3	S	CM	S
1.23	Leaving room to find caregiver	24	1	2	3	I	S	A
1.24	Letting caregiver know how he/she is feeling (e.g., happy), by saying so or responding to a question	30	1	2	3	S	S	S
1.25	Following directions involving descriptions (e.g., get the <i>big</i> pillow; be <i>quiet</i> , Sissy is still sleeping)	33	1	2	3	S	CG, CM	K

A. Total items scored 3 (Often or Beyond this): _____	
B1. Total items scored for child's age: _____	C1. Total items scored for full routine: _____
B2. Percentage of items mastered by age (A / B1 * 100): _____%	C2. Percentage of items mastered by routine (A / C1 * 100): _____% *Add scores to the MEISR Scoring Summary page*

KEY:

A Functional Domains: **E**=engagement, **I**=independence, **S**=social relationships

B Developmental Domains: **A**=adaptive, **CG**=cognitive, **CM**= communication, **M**=motor, **S**=social

C National Child Outcomes: **S**=positive social relationships, **K**= acquiring and using knowledge and skills, **A**=taking appropriate action to meet needs

2. Toileting/Diapering		Typical starting age in months	Not yet	Some-times	Often or Beyond this	Func ^a	Dev ^b	Out ^c
Participates in <u>toileting/diapering</u> time by...								
2.01	Quieting when picked up by caregiver	0	1	2	3	E	S	S
2.02	Cooperating with diaper change without being inconsolably fussy	1	1	2	3	S	S	S
2.03	Paying attention to surroundings, including caregiver's face	1	1	2	3	E	CG	K
2.04	Vocalizing frequently with apparent intent (short, loud, different pitches)	9	1	2	3	S	CM	K
2.05	Indicating when he or she needs to be changed by vocalizing	12	1	2	3	S	CM	A
2.06	Following routine directions with a prompt with items in sight (e.g., <i>put diaper in bin</i>)	15	1	2	3	S	CM	K
2.07	Using a sign or word about toilet/diapering (e.g., to comment or respond)	18	1	2	3	S	CM	K
2.08	Washing hands, completing the steps with prompting (might need help reaching things and rinsing off soap)	24	1	2	3	I	A	A
2.09	Using the toilet (or potty chair) with assistance	24	1	2	3	I	A	A
2.10	Lowering pants (may need help with fasteners or getting over diaper)	24	1	2	3	I	A	A
2.11	Using two-word phrases to express self (e.g., <i>me potty, go potty, me poop</i>)	24	1	2	3	S	CM	K
2.12	Staying dry for 3 hours	25	1	2	3	I	A	A
2.13	Indicating a need to go the bathroom and actually going, most of the time	30	1	2	3	I	A	A
2.14	Indicating need to go in enough time to get to the bathroom, usually	30	1	2	3	I	A	A
2.15	Responding to questions about bowel movement/urination (poop and pee - knows the difference)	30	1	2	3	S	CG	K
2.16	Lasting the whole night without wetting	33	1	2	3	I	A	A

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2.17	Attempting to wipe self	33	1	2	3	I	A	A
2.18	Talking about the toilet	33	1	2	3	S	CM	K
2.19	Managing toileting mostly by self, may need reminders and help with wiping	33	1	2	3	I	A	A
2.20	Doing several steps in toilet routine without being prompted (e.g., goes to potty, pulls pants down, sits on potty)	33	1	2	3	E	CG	K
A. Total items scored 3 (Often or Beyond this): _____								
B1. Total items scored for child's age: _____					C1. Total items scored for full routine: _____			
B2. Percentage of items mastered by age (A / B1 * 100): _____%					C2. Percentage of items mastered by routine (A / C1 * 100): _____%			
					*Add scores to the MEISR Scoring			
					Summary page*			

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3. Meal Times		Typical starting age in months	Not yet	Some-times	Often or Beyond this	Func ^a	Dev ^b	Out ^c
Participates in <u>meal times</u> by...								
3.01	Opening mouth when caregiver gives bottle or breast for nursing	0	1	2	3	I	A	A
3.02	Sucking strongly enough when nursing or bottle feeding	0	1	2	3	I	A	A
3.03	Drinking appropriate amount from bottle or when nursing	0	1	2	3	I	A	A
3.04	Swallowing following a few sucks	0	1	2	3	I	A	A
3.05	Feeding on a fairly consistent schedule (e.g., every 3-4 hours)	3	1	2	3	I	A	A
3.06	Sitting in a high chair upright without slumping over	5	1	2	3	I	M	A
3.07	Remaining calm (at least briefly) while waiting for feeding when hungry	6	1	2	3	E	S	S
3.08	Holding own bottle (if bottle fed)	6	1	2	3	I	A	A
3.09	Beginning to eat solid food (e.g., teething cracker)	6	1	2	3	I	A	A
3.10	Raking foods with fingers to pick up and eat	7	1	2	3	I	A, M	A
3.11	Eating with little or no drooling (except for teething)	7	1	2	3	I	A	A
3.12	Feeding self with fingers (half or more of meal)	9	1	2	3	I	A	A
3.13	Chewing food (e.g., cracker, cookie)	9	1	2	3	I	A	A
3.14	Using thumb and forefinger to pick up small pieces of food (like pinching)	10	1	2	3	I	A, M	A
3.15	Following simple requests (e.g., eat more, drink your water)	12	1	2	3	S	CM	K
3.16	Following pointing by looking to person and object	12	1	2	3	S	CM	K
3.17	Drinking from a cup with a lid by him- or herself (e.g., trainer cup)	12	1	2	3	I	A	A
3.18	Bringing spoon to mouth, eating some of the food from it	12	1	2	3	I	A	A
3.19	Using pointing to communicate (e.g., as if to say "look" or "I want")	12	1	2	3	S	CM	K

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3.20	Saying "no" with meaning	13	1	2	3	S	CM	K
3.21	Using a spoon to eat sticky foods (e.g., mashed potatoes) (might include some spilling)	15	1	2	3	I	A	A
3.22	Indicating when hungry or thirsty with a sign or word	15	1	2	3	S	CM	A
3.23	Pointing or vocalizing clearly to indicate food preference	16	1	2	3	S	CM	A
3.24	Using a spoon independently for most of the meal	18	1	2	3	I	A	A
3.25	Drinking appropriate amount from open cup at one time (with each sip)	18	1	2	3	I	A	A
3.26	Staying seated for meal while he or she is eating with others	18	1	2	3	E	S	S
3.27	Using signs or words to ask for at least one <i>specific</i> food or drink	18	1	2	3	S	CM	A
3.28	Communicating "more" with signs or words	18	1	2	3	S	CM	A
3.29	Communicating "finished" with signs or words	18	1	2	3	S	CM	A
3.30	Putting an appropriate amount of food in mouth at a time	18	1	2	3	I	A	A
3.31	Climbing forward on to adult-sized chair or backing into a child-sized chair	18	1	2	3	I	M	A
3.32	Eating a variety of foods	23	1	2	3	I	A	A
3.33	Removing easy wrappers or peels before eating (e.g., sliced orange peel)	23	1	2	3	I	A	A
3.34	Waiting for food for a few minutes, without fussing	24	1	2	3	E	S	S
3.35	Handling fragile items carefully (e.g., drinking glass)	24	1	2	3	E	S, A	A
3.36	Using words to ask for help (e.g., when opening drink box)	24	1	2	3	S	CM	A
3.37	Following a 2-part command (e.g., <i>give me the plate and put cup in sink</i>)	25	1	2	3	S	CM	K
3.38	Using words (pronouns) 'I,' 'me' to refer to self (e.g., <i>I did it</i>)	27	1	2	3	S	CM	K
3.39	Biting off pieces of hard foods (e.g., apple slices, carrot stick)	30	1	2	3	I	A	A
3.40	Using a napkin to clean mouth and hands	30	1	2	3	I	A	A

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3.41	Spreading with a knife with supervision and help	30	1	2	3	I	A	A
3.42	Using a fork to stab food and eat it	30	1	2	3	I	A	A
3.43	Serving him- or herself (e.g., sandwich from plate, scooping from bowl)	33	1	2	3	I	A, M	A
3.44	Making choices about food (e.g., saying what's wanted, choosing desired food from menu pictures)	33	1	2	3	S	CG, CM	A
3.45	Cooperating with caregivers' requests, most of the time	33	1	2	3	S	S	S
3.46	Engaging in conversation using short sentences	34	1	2	3	S	CM	S
3.47	Having the fork control to stab, dip in sauce, and get to mouth	36	1	2	3	I	A	A
A. Total items scored 3 (Often or Beyond this): _____								
B1. Total items scored for child's age: _____					C1. Total items scored for full routine: _____			
B2. Percentage of items mastered by age (A / B1 * 100): _____%					C2. Percentage of items mastered by routine (A / C1 * 100): _____% *Add scores to the MEISR Scoring Summary page*			

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4. Dressing Time		Typical starting age in months	Not yet	Some-times	Often or Beyond this	Func ^a	Dev ^b	Out ^c
Participates in <u>dressing time</u> by...								
4.01	Attending to sound of caregiver's voice	0	1	2	3	S	S	S
4.02	Allowing caregiver to dress him or her without getting overly upset or showing strong discomfort for clothing or touch	0	1	2	3	E	S	S
4.03	Responding positively to physical contact and holding	0	1	2	3	E	S	S
4.04	Inspecting his or her hands	2	1	2	3	E	CG	K
4.05	Communicating with vocal sounds	2	1	2	3	S	CM	K
4.06	Responding to own name when called (e.g., pausing, alerting, vocalizing)	6	1	2	3	S	CM	S
4.07	Babbling with adult-like inflection (e.g., baba, mama or different syllables together, mado, bada)	8	1	2	3	S	CM	K
4.08	Assisting by extending an arm or leg for a sleeve or pants leg	11	1	2	3	I	A	A
4.09	Pointing correctly to one body part on self when asked	15	1	2	3	S	CM, CG	K
4.10	Removing an article of clothing by him- or herself (e.g., socks, hat)	15	1	2	3	I	A	A
4.11	Indicating he or she understands the name of an article of clothing (e.g., looking at or otherwise acknowledging when caregiver says shoes, shirt)	15	1	2	3	S	CM	K
4.12	Recognizing self in mirror (e.g., pointing at self)	15	1	2	3	E	CG, S	K
4.13	Indicating what he or she wants to wear (gesturing/verbalizing when given choice)	18	1	2	3	S	CM	A
4.14	Undoing fasteners (e.g., unzipping large zipper, snaps)	18	1	2	3	I	A	A
4.15	Helping undress self (e.g., removing shoes)	18	1	2	3	I	A	A
4.16	Using gestures or words to identify 2 or more body parts	18	1	2	3	S	CM	K
4.17	Using some signs or words to comment or respond	18	1	2	3	S	CM	K
4.18	Following directions to fetch something (e.g., <i>go get your shoes</i>)	18	1	2	3	S	CM	K
4.19	Persisting with trying to put on/take off some clothes (might still need help to complete task)	24	1	2	3	I	A	A
4.20	Identifying 5 or more body parts (e.g., pointing at oneself, others, or doll)	24	1	2	3	E	CG	K
4.21	Following two-step directions (e.g., <i>first shoes on, then outside</i>)	25	1	2	3	E	CM	K

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4.22	Dressing him- or herself with assistance (i.e., helping)	28	1	2	3	I	A	A
4.23	Putting shoes on (maybe on wrong feet and not tied)	30	1	2	3	I	A	A
4.24	Putting on coat with assistance	30	1	2	3	I	A	A
4.25	Describing clothing preference (e.g., <i>want dinosaur jammies, princess skirt</i>)	30	1	2	3	S	CM	A
4.26	Dressing and undressing, with help for buttons and laces	33	1	2	3	I	A	A
4.27	Following multi-step (3 or more steps) directions (e.g., <i>go to the door, get your boots, and bring them to daddy</i>)	33	1	2	3	S	CM	K
4.28	Putting on socks	36	1	2	3	I	A	A
4.29	Fastening zippers, snaps, big buttons	36	1	2	3	I	A, M	A
A. Total items scored 3 (Often or Beyond this):								
B1. Total items scored for child's age: _____					C1. Total items scored for full routine: _____			
B2. Percentage of items mastered by age (A / B1 * 100): _____%					C2. Percentage of items mastered by routine (A / C1 * 100): _____%			
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5. Hanging-TV-Books		Typical starting age in months	Not yet	Some-times	Often or Beyond this	Func ^a	Dev ^b	Out ^c
Participates in <u>hanging-out time</u> by...								
5.01	Responding positively to being held and cuddled	0	1	2	3	S	S	S
5.02	Responding differently to the voice of a stranger from that of caregiver	3	1	2	3	S	S	S
5.03	Looking at an object and watching it move in different directions (up, down, left, right)	3	1	2	3	E	CG	K
5.04	Pushing up on hands when lying on tummy	5	1	2	3	I	M	A
5.05	Reaching forward to get toys when supported in sitting	5	1	2	3	I	M	A
5.06	Having fun pointing to and pulling on facial features of caregivers	5	1	2	3	S	S	S
5.07	Rolling back to tummy and tummy to back both directions	7	1	2	3	I	M	A
5.08	Pulling up to stand on furniture	8	1	2	3	I	M	A
5.09	Playing with books (e.g., looking at, touching, mouthing)	8	1	2	3	E	CG	K
5.10	Attending to objects mentioned during conversation (e.g., looking at dog when mentioned, looking at ball)	10	1	2	3	E	CG	K
5.11	Moving about to explore, looking back to caregiver	12	1	2	3	S	S	S
5.12	Showing interest looking at pictures in a book	12	1	2	3	E	CG	K
5.13	Staying with caregiver looking at a book at least a few minutes	12	1	2	3	E	S	S
5.14	Vocalizing to get caregiver attention to start or change activity	12	1	2	3	S	CM	A
5.15	Exploring drawers and cabinets	13	1	2	3	E	CG, M	K
5.16	Turning pages in books (might be several at a time)	14	1	2	3	I	M	K
5.17	Figuring out how to activate/get a toy (e.g., turning toy on, climbing to get toy)	18	1	2	3	I	CG	K
5.18	Showing clear preference for picture/book/show	18	1	2	3	E	CG	K
5.19	Recognizing him- or herself in a picture by pointing or looking	19	1	2	3	E	CG	K
5.20	Naming a character when seen in a book/show	24	1	2	3	E	CG, CM	K
5.21	Pointing to and naming pictures in a book/show (3 or more pictures)	24	1	2	3	S	CM, CG	K
5.22	Talking about books/shows when they are being read/watched	24	1	2	3	S	CM	K
5.23	Responding to emotions of others, sometimes with prompting (e.g., laughing at another's laugh, approaching crying child)	24	1	2	3	S	S	S
5.24	Using a word like 'big' or 'little' to describe things	25	1	2	3	E	CG, CM	K
5.25	Understanding and naming actions of things in books/shows (e.g., running, eating, crying)	30	1	2	3	S	CM	K

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5.26	Attending while watching or listening to a show or book with caregiver	30	1	2	3	E	S	S
5.27	Pretending to read	30	1	2	3	E	CG	K
5.28	Talking about book/show characters when not visible	30	1	2	3	S	CM	K
5.29	Naming what book/show he or she would like to read/watch	33	1	2	3	S	CM	A
5.30	Understanding "two" (e.g., <i>you can pick two books/shows</i>)	33	1	2	3	E	CG	K
5.31	Responding to others' feelings with caring behavior, without adult prompting (e.g., patting crying baby, kissing hurt finger)	33	1	2	3	S	S	S
5.32	Helping tell story by commenting/gesturing about what's happening	33	1	2	3	E	CM, CG	K
5.33	Behaving appropriately when watching a show alone (~20 minutes)	33	1	2	3	E	S	S
5.34	Responding to characters on a show (e.g., when character asks audience a question or directs audience to imitate)	36	1	2	3	E	CM	K
5.35	Asking 'wh' questions (what, when, why)	36	1	2	3	S	CM	K
5.36	Cooperating when his/her show/game/program is changed	36	1	2	3	S	S	S
5.37	Recognizing own name or a letter from own name when written	36	1	2	3	E	CG	K
5.38	Saying what will happen next in the story	36	1	2	3	E	CG	K

A. Total items scored 3 (Often or Beyond this): _____

B1. Total items scored for child's age: _____

C1. Total items scored for full routine: _____

B2. Percentage of items mastered by age (A / B1 * 100): _____%

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6. Play With Others		Typical starting age in months	Not yet	Some-times	Often or Beyond this	Func ^a	Dev ^b	Out ^c
Participates in <u>play time with others</u> by...								
6.01	Reacting to sounds (e.g., startling)	0	1	2	3	E	CG	K
6.02	Following caregiver with his or her eyes	3	1	2	3	E	S	S
6.03	Getting excited as caregiver approaches/starts playful game (e.g., squealing)	3	1	2	3	S	S	S
6.04	Wiggling or vocalizing to continue social play (e.g., bouncing) with caregiver	4	1	2	3	S	S, CG	S
6.05	Playing with others, without fussing or getting upset	6	1	2	3	S	S	S
6.06	Rolling back to tummy	6	1	2	3	I	M	A
6.07	Playing simple games with caregiver or older child (e.g., peek-a-boo)	6	1	2	3	S	CG, S	S
6.08	Imitating others (e.g., patting, banging)	6	1	2	3	S	CG	K
6.09	Showing interest in children (e.g., looking at, vocalizing, gesturing)	9	1	2	3	S	S	S
6.10	Indicating he or she understands what "no" means	9	1	2	3	S	CM, S	K
6.11	Talking or babbling back and forth in a sort of conversation with caregiver	11	1	2	3	S	CM, S	S
6.12	Attempting to climb on things (e.g., onto furniture, in boxes)	11	1	2	3	I	M	A
6.13	Repeating things (e.g., sounds, actions) when laughed at by others	11	1	2	3	S	CM, S	S
6.14	Indicating understanding of simple request with clear gestures (e.g., <i>come here, give me</i>)	12	1	2	3	S	CM	K
6.15	Playing a back and forth game (e.g., pushing ball, moving to get toy back)	12	1	2	3	S	S, CG	S
6.16	Imitating actions using toys/objects (e.g., banging a drum, stirring with a spoon)	12	1	2	3	S	CG	K

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6.17	Playing apart from familiar caregiver (5 minutes or longer)	15	1	2	3	S	S	S
6.18	Playing with a variety of toys in their intended manner (e.g., scribbling on paper, stacking rings on ring stacker toy)	15	1	2	3	E	CG	K
6.19	Playing back-and-forth (early turn taking) game with another child (with caregiver assistance)	18	1	2	3	S	S	S
6.20	Playing side by side with other children, interacting with gestures	18	1	2	3	S	S, CM	S
6.21	Cleaning up toys, as part of routine, when asked (e.g., putting toy in box)	22	1	2	3	S	CM, S	S
6.22	Indicating ownership over toys or items with peers (e.g., might grab toy)	23	1	2	3	S	S	S
6.23	Singing some words in familiar songs (e.g., happy birthday, Twinkle Twinkle)	24	1	2	3	E	CM	K
6.24	Maintaining motor control over his or her body in relationship to others (e.g., walks well, moves around others)	24	1	2	3	I	M	A
6.25	Showing interest in playing with other children (e.g., going to where they are)	24	1	2	3	S	S	S
6.26	Playing simple make-believe with another (e.g., shopping, putting things in toy grocery cart, going to peer/adult to get more)	24	1	2	3	E	CG, S	S
6.27	Protecting own territory/toys/objects by saying "mine"	24	1	2	3	I	CM	S
6.28	Sustaining (~15 min) play with children, might need caregiver to help with disputes	30	1	2	3	E	S	S
6.29	Being bossy with other children (e.g., has ideas, might try to be in charge)	30	1	2	3	S	S	S
6.30	Separating from parent without acting anxious, in familiar settings	30	1	2	3	S	S	S
6.31	Playing with others but might have preferred play partners	30	1	2	3	S	S	S
6.32	Initiating play with other children and talking to others with words	30	1	2	3	S	S, CM	S
6.33	Playing group games with adult help (e.g., Ring Around the Rosie)	30	1	2	3	S	S	S
6.34	Seeking caregiver help with conflicts (e.g., going to caregiver when peer grabs his or her toy)	30	1	2	3	S	S	S
6.35	Playing without messing up others' creations (e.g., blocks, painting)	36	1	2	3	E	S	S

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6.36	Asking another child for a turn with a toy	36	1	2	3	S	S	S
6.37	Using loud (including rough and tumble) and quiet play at appropriate times/in appropriate contexts	36	1	2	3	E	S	S
6.38	Staying quiet when playing hide-and-seek with others	36	1	2	3	E	CG	S
A. Total items scored 3 (Often or Beyond this): _____								
B1. Total items scored for child's age: _____					C1. Total items scored for full routine: _____			
B2. Percentage of items mastered by age (A / B1 * 100): _____%					C2. Percentage of items mastered by routine (A / C1 * 100): _____%			
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7. Nap Time		Typical starting age in months	Not yet	Some-times	Often or Beyond this	Func ^a	Dev ^b	Out ^c
	Participates in <u>nap time</u> by...							
7.01	Falling asleep in response to caregiver's actions (e.g., nursing, rocking)	0	1	2	3	E	S	S
7.02	Taking frequent naps (30 minutes to 4 hours at a time)	0	1	2	3	I	A	A
7.03	Staying awake periods during the day (e.g., 2-3 hours)	3	1	2	3	I	A	A
7.04	Waking up, perhaps by rolling over (back to side), without crying immediately	4	1	2	3	E	S, M	S
7.05	Napping at predictable times (establishing nap schedule)	6	1	2	3	I	A	A
7.06	Playing with toys, beyond mouthing or banging	9	1	2	3	E	CG	K
7.07	Using objects (e.g., blanket, stuffed toy) to self-soothe/regulate emotions	12	1	2	3	E	S	S
7.08	Giving up one nap	12	1	2	3	I	A	A
7.09	Giving hugs or kisses as part of sleep/nap routine	14	1	2	3	S	S	S
7.10	Taking one nap a day, which is typically enough	18	1	2	3	I	A	A
7.11	Understanding directions, such as "finish this (be specific), then it's nap time"	24	1	2	3	S	CM, CG	K
7.12	Resting/playing quietly by self for a while (20+ minutes)	30	1	2	3	E	A	S
7.13	Getting through the day without a nap	33	1	2	3	I	A	A
7.14	Sleeping through the night and not taking a day time nap	36	1	2	3	I	A	A
A. Total items scored 3 (Often or Beyond this): _____								
B1. Total items scored for child's age: _____					C1. Total items scored for full routine: _____			
B2. Percentage of items mastered by age (A / B1 * 100): _____%					C2. Percentage of items mastered by routine (A / C1 * 100): _____%			
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8. Outside Time		Typical starting age in months	Not yet	Sometimes	Often or Beyond this	Func ^a	Dev ^b	Out ^c
Participates in <u>outside time</u> by...								
8.01	Looking at object 8-10 inches away	0	1	2	3	E	CG	K
8.02	Holding object placed in his or her hand	2	1	2	3	I	M	A
8.03	Holding one and reaching for a second toy or object	6	1	2	3	I	M	A
8.04	Walking independently at least a few steps	13	1	2	3	I	M	A
8.05	Running (might look like fast walk)	16	1	2	3	I	M	A
8.06	Moving ride-on wheeled toys (no pedals) with feet	20	1	2	3	I	M	A
8.07	Jumping up so that both feet are off the ground	24	1	2	3	I	M	A
8.08	Going up the ladder and down small slide	24	1	2	3	I	M	A
8.09	Using sandbox toys appropriately (e.g., not throwing or eating sand)	24	1	2	3	E	CG	K
8.10	Playing purposefully with playground toys (figuring out their best use)	24	1	2	3	E	CG	K
8.11	Playing outside without fussing (with supervision for ~30 minutes)	24	1	2	3	E	S	S
8.12	Showing interest in the playground (might have favorite toy/activity)	24	1	2	3	E	CG	K
8.13	Catching a large ball (e.g., beach ball)	24	1	2	3	I	M	A
8.14	Walking upstairs alone (both feet on each step), using rail if needed	24	1	2	3	I	M	A
8.15	Walking downstairs alone (both feet on each step), using rail if needed	26	1	2	3	I	M	A
8.16	Jumping off small step or bottom of slide with both feet together	27	1	2	3	I	M	A
8.17	Walking forward and backward with balance while playing	28	1	2	3	I	M	A
8.18	Walking upstairs alone (alternating feet – one foot on each step)	30	1	2	3	I	M	A
8.19	Understanding descriptions such as hot, cold, dirty, wet (e.g., <i>the ball is dirty, the sand is wet</i>)	30	1	2	3	S	CM, CG	K
8.20	Riding on toy with pedals at least a short distance	33	1	2	3	I	M	A
8.21	Climbing on jungle gyms with hands and feet	33	1	2	3	I	M	A

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8.22	Engaging with others in a game with turn taking (e.g., jumping over rope, chalk line; might need caregiver guidance)	34	1	2	3	S	S	S
8.23	Understanding simple rules (but might still test limits)	34	1	2	3	E	S	S
8.24	Following caregiver's directions given from a distance	36	1	2	3	S	CM	K
8.25	Using big slides (about 6 ft./2 meters high)	36	1	2	3	I	M	A
8.26	Swinging on regular swing (might still not pump feet effectively)	36	1	2	3	I	M	A
A. Total items scored 3 (Often or Beyond this): _____								
B1. Total items scored for child's age: _____					C1. Total items scored for full routine: _____			
B2. Percentage of items mastered by age (A / B1 * 100): _____%					C2. Percentage of items mastered by routine (A / C1 * 100): _____%			
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9. Play by Him- or Herself Participates in <u>play time by him- or herself</u> by...		Typical starting age in months	Not yet	Some-times	Often or Beyond this	Func ^a	Dev ^b	Out ^c
9.01	Lying on back turning head (might prefer one side but can do both)	0	1	2	3	I	M	A
9.02	Repeating actions with toys (e.g., banging at toys, kicking legs to move toy)	3	1	2	3	E	CG	K
9.03	Exploring objects with hands and mouth	3	1	2	3	E	CG	K
9.04	Grasping own foot and taking it to mouth to explore	5	1	2	3	E	CG, M	K
9.05	Lying on tummy and reaching for toys with one hand	6	1	2	3	I	M	A
9.06	Seeking partly hidden items, such as pacifier or bottle or favored toy	6	1	2	3	E	CG	K
9.07	Working to get out-of-reach toy by pivoting, rolling, stretching	7	1	2	3	E	M	A
9.08	Sitting independently (not propped with hands)	8	1	2	3	I	M	A
9.09	Making toys work by self (e.g., pushing to reactivate action)	9	1	2	3	E	CG	K
9.10	Dropping or throwing objects while exploring objects	9	1	2	3	E	M, CG	K
9.11	Moving from sitting to hands and knees to crawl on hands and knees	9	1	2	3	I	M	A
9.12	Crawling on hands and knees to get toys or objects of interest	9	1	2	3	I	M	A
9.13	Picking up small objects effectively, with tip of index finger and thumb	10	1	2	3	I	M	A
9.14	Putting toys in and out of containers (e.g., dumping and filling)	12	1	2	3	E	CG	K
9.15	Watching where toy moves out of sight and goes to get it (e.g., ball, car)	12	1	2	3	E	M, CG	K
9.16	Using both hands equally well in play to explore	12	1	2	3	I	M	A
9.17	Playing with toys, showing awareness of toy functions (e.g., banging on drum, drinking from cup)	12	1	2	3	E	CG	K
9.18	Using nonwords to express emotion (e.g., <i>uh-oh</i> , <i>oops</i> , <i>ah</i>)	12	1	2	3	S	CM	S
9.19	Patting at pictures in books, turning one or more pages at a time	15	1	2	3	E	M, CG	K
9.20	Picking up toys/objects from floor while standing	15	1	2	3	I	M	A
9.21	Selecting favorite toy or object and going to get it by him- or herself	15	1	2	3	I	CG	A
9.22	Sustaining play by self for a few minutes without caregiver in clear sight	18	1	2	3	E	S	S
9.23	Constructing things during play (e.g., build or stacks blocks)	19	1	2	3	E	CG, M	K

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9.24	Indicating understanding of where toys or other things belong (e.g., goes to shelf to find specific toy, puts toy away)	21	1	2	3	E	CG	K
9.25	Holding crayon with three fingers to color	23	1	2	3	I	M	A
9.26	Jabbering and saying true words too during play	24	1	2	3	E	CM	K
9.27	Pretending by linking 2 or more actions (e.g., feeding, burping, and putting doll down for nap)	24	1	2	3	E	CG	K
9.28	Pretending objects are something else (e.g., block to represent food)	24	1	2	3	E	CG	K
9.29	Matching two or more identical shapes or colors (e.g., putting round blocks together, picking out same colored cars)	24	1	2	3	E	CG	K
9.30	Pretending with elaborate make-believe (e.g., dress up, pretending to be mommy, a fire fighter, teacher)	30	1	2	3	E	CG	K
9.31	Showing pride in accomplishments (e.g., clapping, saying "I did it," or otherwise drawing attention to task he or she did)	30	1	2	3	S	S	S
9.32	Persisting when something is difficult, trying different ways	30	1	2	3	E	CG	K
9.33	Maintaining safety while playing independently (e.g., doesn't play with stove)	30	1	2	3	I	A, CG	A
9.34	Scribbling, making lines or zig zags (i.e., more than just marks on paper)	33	1	2	3	E	M, CG	K
9.35	Playing within safe boundaries (e.g., driveway versus street)	36	1	2	3	I	CG	A

A. Total items scored 3 (Often or Beyond this): _____

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10. Bath Time		Typical starting age in months	Not yet	Some-times	Often or Beyond this	Func ^a	Dev ^b	Out ^c
Participates in <u>bath time</u> by...								
10.01	Engaging with caregiver without fussing or getting upset	0	1	2	3	E	S	S
10.02	Sitting up propped with arms at least briefly and with head upright	5	1	2	3	I	M	A
10.03	Smiling at and playing with own image in mirror	5	1	2	3	E	S	S
10.04	Making eye contact, babbling (baba, dada), or otherwise interacting with caregiver	6	1	2	3	S	S, CM	S
10.05	Splashing in the water	6	1	2	3	E	CG	K
10.06	Reaching for and grasping toy, if sitting securely with support	6	1	2	3	I	M	A
10.07	Holding washcloth and imitating caregiver's washing actions	9	1	2	3	I	CG	K
10.08	Showing toy to caregiver but not necessarily releasing it	9	1	2	3	S	S	S
10.09	Retrieving toys that have fallen into the water	9	1	2	3	E	CG	K
10.10	Responding with gestures when asked "want up," "all done"	9	1	2	3	S	CM	K
10.11	Holding out arm to be washed	11	1	2	3	E	A	A
10.12	Walking with one or both hands held	12	1	2	3	I	M	A
10.13	Indicating understanding of a familiar word about bath (e.g., <i>up</i> , <i>splash</i>)	12	1	2	3	S	CM	K
10.14	Playing with objects in the tub using caregiver to help repeat enjoyable action (e.g., giving caregiver toy to pour, blow bubbles, etc.)	12	1	2	3	E	CG	K
10.15	Understanding directions and names of things (e.g., <i>wash feet</i> , <i>get cup</i>)	18	1	2	3	S	CG, CM	K
10.16	Letting caregiver brush his or her teeth (may hold or chew on brush)	18	1	2	3	E	A	A
10.17	Standing on one foot, with help (e.g., for drying, putting on pajama bottoms)	18	1	2	3	I	M	A
10.18	Cooperating (no fussing) with hair washing	19	1	2	3	S	S	S
10.19	Identifying him- or herself in mirrors (e.g., saying name or nickname)	20	1	2	3	E	CG	K
10.20	Indicating if the water temperature is uncomfortable (words or gestures)	20	1	2	3	S	CM	A
10.21	Putting away bath toys, as part of bath routine, on request with prompting	22	1	2	3	E	CM, S	S
10.22	Washing body parts independently (e.g., feet, hands, legs)	24	1	2	3	I	A	A

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10.23	Cooperating with caregiver for hair brushing	24	1	2	3	S	S	S
10.24	Talking during bath time with caregiver understanding half or more of the words he or she says	24	1	2	3	S	CM	K
10.25	Brushing teeth with some help	25	1	2	3	I	A	A
10.26	Using towel to dry, making drying actions, but still needing help to get dry	30	1	2	3	I	A	A
10.27	Showing pride in accomplishments for things done independently	30	1	2	3	S	S	S
10.28	Saying if he or she is a boy or a girl when asked	33	1	2	3	S	S	K
10.29	Drying off independently (might need caregiver's final touch)	36	1	2	3	I	A	A
10.30	Making some choices about toothpaste flavor, hair accessories, and so on	36	1	2	3	E	CG, CM	A
A. Total items scored 3 (Often or Beyond this): _____								
B1. Total items scored for child's age: _____					C1. Total items scored for full routine: _____			
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11. Bedtime		Typical starting age in months	Not yet	Sometimes	Often or Beyond this	Func ^a	Dev ^b	Out ^c
Participates in <u>bedtime</u> by...								
11.01	Falling asleep in response to caregiver (e.g., nursing, rocking, etc.)	0	1	2	3	S	S	S
11.02	Sleeping for a 4-hour interval at night	2	1	2	3	I	A	A
11.03	Sleeping in his or her own crib or bed (i.e., able to do so)	3	1	2	3	I	A	A
11.04	Sleeping for 6+ hours (might awaken and fall back to sleep)	6	1	2	3	I	A	A
11.05	Comforting self to fall asleep (might use blanket, pacifier to self-regulate)	6	1	2	3	E	S	S
11.06	Sleeping for 8-12 hours at night	12	1	2	3	I	A	A
11.07	Indicating what he or she wants at bedtime (e.g., pointing, gesturing)	12	1	2	3	S	CM	A
11.08	Indicating understanding a word during bedtime routine (e.g., bed)	12	1	2	3	S	CM	K
11.09	Using a sign or word to indicate he or she wants to or does not want to sleep	18	1	2	3	S	CM	A
11.10	Picking up and carrying larger toy (e.g., stuffed toy, big blanket)	18	1	2	3	I	M	A
11.11	Going through the steps in the bedtime routine with caregiver assistance (might even remind caregiver if a step is missed)	24	1	2	3	I	S	S
11.12	Joining in to sing a song or say a rhyme (repeating part of it)	24	1	2	3	E	CG	K
11.13	Staying in bed throughout the night once put to bed (if expected to)	30	1	2	3	I	A	S
11.14	Cooperating with caregivers' request to go to sleep	30	1	2	3	S	S	S

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11.15	Going to bed fairly quickly (little dawdling)	33	1	2	3	E	S	S
11.16	Talking about his or her day or what will happen tomorrow	36	1	2	3	S	CM	K
A. Total items scored 3 (Often or Beyond this): _____								
B1. Total items scored for child's age: _____					C1. Total items scored for full routine: _____			
B2. Percentage of items mastered by age (A / B1 * 100): _____%					C2. Percentage of items mastered by routine (A / C1 * 100): _____% *Add scores to the MEISR Scoring			
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12. Going Out		Typical starting age in months	Not yet	Sometimes	Often or Beyond this	Func ^a	Dev ^b	Out ^c
Participates in <u>going out</u> by...								
12.01	Calming when picked up	0	1	2	3	E	S	S
12.02	Settling and being relaxed when held or nestled in carrier	0	1	2	3	E	S	S
12.03	Crying to indicate discomfort	0	1	2	3	S	CM	A
12.04	Smiling purposefully in response to caregiver	2	1	2	3	S	S	S
12.05	Making cooing sounds	2	1	2	3	S	CM	K
12.06	Looking at or watching caregiver move	3	1	2	3	E	CG	K
12.07	Turning head towards a voice (i.e., searching environment for speaker)	3	1	2	3	E	CG	K
12.08	Comforting self with pacifier, thumb, or object	4	1	2	3	E	S	S
12.09	Lifting head when pulled to sitting (e.g., to be placed in stroller)	5	1	2	3	I	M	A
12.10	Responding differently to familiar caregiver versus strangers	6	1	2	3	S	S	S
12.11	Waving or gesturing in response to <i>bye-bye</i>	9	1	2	3	S	CM	S
12.12	Walking with or without help when given the opportunity	12	1	2	3	I	M	A
12.13	Showing understanding of simple questions (e.g., child looks at mama when asked "Where's mama?")	12	1	2	3	S	CM	K
12.14	Letting others help (a little stranger anxiety) but still liking constant sight of caregiver	12	1	2	3	S	S	S
12.15	Moving from sitting to standing independently, may use support to pull up	12	1	2	3	I	M	A

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12.16	Pointing to show or drawing caregivers attention to something	14	1	2	3	S	CM	S
12.17	Pointing to something in the distance (e.g., outside) to show caregiver	18	1	2	3	S	CM	S
12.18	Using a sign or word to say what he or she wants (e.g., cup, bunny)	18	1	2	3	S	CM	A
12.19	Finding a way to occupy self for a few minutes while the caregiver is busy	18	1	2	3	E	A	A
12.20	Imitating sounds heard (e.g., animals, vehicles) with or without prompt	18	1	2	3	S	CM	K
12.21	Imitating two-word phrase related to going out (e.g., <i>go park, ride car</i>)	18	1	2	3	S	CM	K
12.22	Showing affection toward others (e.g., hugging, patting, using affectionate words)	18	1	2	3	S	S	S
12.23	Sitting in car seat, leaving the seatbelt fastened for safety	24	1	2	3	E	S	A
12.24	Holding caregiver hand, knowing the social rule to do that	24	1	2	3	E	S	S
12.25	Saying "mine" to show ownership of his or her things with others	24	1	2	3	S	S	S
12.26	Climbing into the car or car seat independently	24	1	2	3	I	M	A
12.27	Responding to simple questions (e.g., <i>What's that?</i>) With words	27	1	2	3	S	CM	K
12.28	Taking just one of something when told he or she can have only one	27	1	2	3	E	CG	K
12.29	Staying with a caregiver when walking (may need frequent reminders)	30	1	2	3	E	S	S
12.30	Responding to "no" or redirection without a tantrum (e.g., <i>no, we can't have ice cream now, you can play here but not there</i>)	30	1	2	3	S	CG, S	S
12.31	Saying first and last name when asked	30	1	2	3	S	CG	K

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12.32	Naming familiar people or animals (e.g., <i>papa</i> for grandpa, <i>kitty</i> for cat - or familiar cat's name)	30	1	2	3	S	CM, CG	K
12.33	Experimenting with balance, taking a few steps on curb edge (if safe to do so)	33	1	2	3	I	M	A
12.34	Telling others about things not present (e.g., <i>mommy goed work</i>)	36	1	2	3	S	S, CM	S
12.35	Waiting during errands (e.g., at cash register)	36	1	2	3	E	S	S
A. Total items scored 3 (Often or Beyond this): _____								
B1. Total items scored for child's age: _____					C1. Total items scored for full routine: _____			
B2. Percentage of items mastered by age ($A / B1 * 100$): _____%					C2. Percentage of items mastered by routine ($A / C1 * 100$): _____% *Add scores to the MEISR Scoring Summary page*			

KEY:

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13. Grocery Shopping		Typical starting age in months	Not yet	Some-times	Often or Beyond this	Func ^a	Dev ^b	Out ^c
Participates in <u>grocery shopping</u> by...								
13.01	Attending to sound of caregiver's voice	0	1	2	3	S	S	S
13.02	Looking at caregiver's mouth and eyes when face to face	2	1	2	3	E	S	S
13.03	Reaching for items/toys that are given (with an open hand or open hands)	5	1	2	3	E	M	A
13.04	Responding to <i>bye-bye</i> by looking and might try waving	7	1	2	3	S	CM	S
13.05	Sitting independently in the cart	9	1	2	3	I	M	A
13.06	Pointing or reaching for named item (e.g., "get apple" when shown 2 items)	9	1	2	3	S	CM	K
13.07	Understanding rule to sit in the cart and only occasionally fussing (up to 30 minutes)	12	1	2	3	E	S	S
13.08	Indicating what he or she wants (e.g., pointing, gesturing)	12	1	2	3	S	CM	A
13.09	Imitating saying a new word (e.g., <i>cake, banana, eggs</i>)	14	1	2	3	S	CM	K
13.10	Carrying items while walking (e.g., small bag)	18	1	2	3	E	M	A
13.11	Recognizing and labeling grocery items (3 or more)	18	1	2	3	E	CM	K
13.12	Understanding yours and mine (e.g., <i>this is your drink and this is mine</i>)	21	1	2	3	S	CM	K
13.13	Pushing a stroller or pretend shopping cart	24	1	2	3	I	M	A
13.14	Getting items parents have requested off shelf	30	1	2	3	S	CM	K
13.15	Showing interest in other children	30	1	2	3	S	S	S
13.16	Responding appropriately to unknown adults in the grocery store	33	1	2	3	S	S	S

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13.17	Walking around things (small and large), moving, and stepping over	33	1	2	3	I	M	A
13.18	Walking alongside the cart (staying in safe proximity)	36	1	2	3	I	A	A
A. Total items scored 3 (Often or Beyond this): _____								
B1. Total items scored for child's age: _____					C1. Total items scored for full routine: _____			
B2. Percentage of items mastered by age (A / B1 * 100): _____%					C2. Percentage of items mastered by routine (A / C1 * 100): _____% *Add scores to the MEISR Scoring			
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14. Transition Time		Typical starting age in months	Not yet	Some-times	Often or Beyond this	Func ^a	Dev ^b	Out ^c
Participates in <u>transition times</u> by...								
14.01	Making at least one transition from one routine/activity to another without getting upset or overly fussy	0	1	2	3	I	S	S
14.02	Showing awareness of new, strange, different situations by changing behavior (e.g., quieting, looking around more, crying, clinging to caregiver)	6	1	2	3	S	S	S
14.03	Listening or attending to caregiver talking without getting distracted	10	1	2	3	S	S	S
14.04	Giving toy or object to caregiver upon request	12	1	2	3	S	CM	K
14.05	Showing an emotional response that fits the situation (e.g., resisting unwanted change, obvious pleasure with desired transitions)	15	1	2	3	S	S	S
14.06	Recognizing funny transitions and laughs (e.g., putting shoes on hands, giving cup upside down, no water in tub)	15	1	2	3	E	CG, S	K
14.07	Trying to do things on own and possibly resisting transitions by fussing	18	1	2	3	I	A	A
14.08	Showing awareness of familiar routines and proceeding when prompted	24	1	2	3	E	S	S
14.09	Showing shyness or caution in new situations	24	1	2	3	S	S	S
14.10	Complying, with prompts/support, in spite of clear reluctance to change	30	1	2	3	S	S	S
14.11	Obedying some consistent and familiar rules related to moving from one activity/routine to another	30	1	2	3	S	CM, S	S
14.12	Cooperating with if-then rules, such as <i>first we do ___ then then we'll ___</i> (might protest anyway)	33	1	2	3	S	CM, CG	K
14.13	Stating desires about transitions or changes without a tantrum	33	1	2	3	S	CM, S	A

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14.14	Talking about some feelings about transitions (e.g., <i>I like grandma's, I hate going to bed</i>)	36	1	2	3	S	CM, S	S
14.15	Following a number of rules and might remind others of rules (e.g., <i>you have to wear smock to paint</i>)	36	1	2	3	E	S	S
A. Total items scored 3 (Often or Beyond this): _____								
B1. Total items scored for child's age: _____					C1. Total items scored for full routine: _____			
B2. Percentage of items mastered by age (A / B1 * 100): _____%					C2. Percentage of items mastered by routine (A / C1 * 100): _____%			
					*Add scores to the MEISR Scoring			
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