Measure of Engagement, Independence, and Social Relationships

(MEISR)

R. A. McWilliam and Naomi Younggren (2017) UPDATED Participation-Based

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

### This instrument has been designed to develop a profile of functional behaviors of a child from birth to 3 years of age, in home/community routines. It is to be completed by a caregiver who has observed the child often in the home, such as a parent and/or by a parent with a professional. 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Child’s name: | Childs DOB: | Today’s date:       /     / | Child’s age in months: |
| Name of caregivers completing this MEISR and relationship to child: | | | |
| Program contact information: | | | |
| Updated:      /     /      Updated:      /     /      Updated:      /     / | | | |



**Using the MEISR During COVID19 Crisis**

**Gathering Information, Getting to Know the Child and Family, and Developing Outcomes**

**Gathering Information for Eligibility**

The MEISR helps to support a conversation about a child’s skills and behaviors in the context of everyday activities and routines. During the COVID crisis, the MEISR can be used as a tool to determine eligibility for Early Intervention and a guide for a Routines Based Interview.  Routines based questions might flow naturally during this time and information gleaned should be documented. Providers should be mindful of maintaining a balance between the gathering of detailed information and what information is needed to establish eligibility.

The MEISR is meant to be used with flexibility so it meets the individuals needs of the family and the EI provider. Here is an example of how the process might unfold:

* EI provider uses the MEISR to gather and record information to determine eligibility
* Routines based questions flow naturally and details are recorded
* Eligibility is established
* EI provider reviews information from each time of day, asks if parent has anything else to add, and completes the rating
* Information is gathered on what the parents would like to see next/change, etc.
* Information is put in priority order and outcomes are written

Others might find this process flows better if the rating is integrated into the initial conversation. The point is, users should allow themselves flexibility with this process as long as:

* Eligibility is determined
* EI provider has a clear picture of each routine/time of day
* Each time of day has been rated by family
* EI provider has a clear picture of the family’s concerns, what they would like to see happen next, etc.
* EI provider has made note of child’s strengths and needs
* Family has put goals in priority order
* MEISR/RBI conversation has produced a fair number of outcomes

**Getting to Know the Child and Family**

Having a better understanding of what parents know, have tried, or ideas they might have, gives children a running start toward greater success. As the MEISR is completed/reviewed, be sure to pause and ask parents/caregivers to share details about what each routine looks like. Questions should aid in the collection of quantitative data and move the EI provider and family toward the development of outcomes.  Additional information and observations can be written at the end of each section in the text box area.

Examples of questions that will provide EI with functional information might include:

* + How much can this child do with little or no assistance?
  + How long does the child stay engaged with a particular activity or routine?
  + If a child is participating in a way that might be considered atypical? What is he or she doing?
  + How does the child interact with caregivers and, when appropriate, strangers during daily activities?

**Developing Outcomes**

A page has been created at the end of this MEISR to provide a place for the family to list their priorities/ things they would like EI’s support with. These priorities can then be rewritten into the IFSP as measurable outcomes.

The MEISR Key helps the EI provider to directly link the information gathered from completing the MEISR to the Global Child Outcomes format in the IFSP.

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

| Child Name       DOB       ID# | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Waking Up** - Participates in waking-up time by … | Starting age in months | Not yet  1 | Some- times  2 | Often  3 | Beyond this  3 | Funca | Devb | Outc |
| 1.1. Making vocal sounds | 0 |  |  |  |  | S | CM | K |
| 1.2. Showing enjoyment when held, rocked, touched by caregiver | 0 |  |  |  |  | S | S | S |
| *What are some things child does to demonstrate this enjoyment/distress?* | | | | | | | | |
| 1.3. Looking at caregiver making eye contact | 0 |  |  |  |  | S | S | S |
| 1.4. Being awake more during the day than at night | 1 |  |  |  |  | I | A | A |
| *If awake more during night than day, what are some things caregiver has tried to move child to more wakeful day hours?* | | | | | | | | |
| 1.5. Seeming happy to see or hear caregiver | 1 |  |  |  |  | S | S | S |
| *What does child do when he sees or hears caregiver?* | | | | | | | | |
| 1.6. Showing interest in crib toys (e.g., watches mobile) | 2 |  |  |  |  | E | CG | K |
| 1.7. Turning over from side to tummy or side to back | 2 |  |  |  |  | I | M | A |
| 1.8. Smiling, kicking, moving arms excitedly when sees caregiver | 2 |  |  |  |  | S | S,  M | S |
| 1.9. Reaching out for or batting at toys repeating action with enjoyment | 3 |  |  |  |  | E | CG, M | K |
| 1.10. Playing with hands and feet, touching and watching movements | 3 |  |  |  |  | E | CG | K |
| 1.11. Turning towards the sound of caregiver’s voice | 3 |  |  |  |  | S | S | S |
| 1.12. Maintaining sitting at least briefly | 5 |  |  |  |  | I | M | A |
| 1.13. Raising arms to be picked up when caregiver reaches for child | 5 |  |  |  |  | S | CM | A |
| 1.14. Sitting when placed in sitting | 6 |  |  |  |  | I | M | A |
| *Does child need support of own arms or other props? (want to assess stability of sitting, level of independence while in this position)* | | | | | | | | |
| 1.15. Moving up and down by bending knees when supported in standing | 6 |  |  |  |  | I | M | A |
| 1.16. Calling out for caregivers (e.g., shouts, vocalizes) | 7 |  |  |  |  | S | CM, S | A |
| *How would you describe child’s “calling out”? (want to understand more about if it is a “come get me” or “distressed and anxious” type of calling). What happens if caregiver cannot get there right awa*y? | | | | | | | | |
| 1.17. Waking up without crying immediately (calms self) | 8 |  |  |  |  | E | S | S |
| *On average, how long might the child sooth himself before needing attention?* | | | | | | | | |
| 1.18. Standing and cruising around crib | 10 |  |  |  |  | I | M | A |
| 1.19. Saying mama or dada when sees mama or dada | 12 |  |  |  |  | S | CM | S |
| 1.20. Standing at least for several seconds without support | 12 |  |  |  |  | I | M | A |
| 1.21. Playing with toys momentarily until caregiver comes (learning to cope) | 18 |  |  |  |  | E | S | S |
| 1.22. Responding to caregiver’s greeting with a sign or word | 18 |  |  |  |  | S | CM | S |
| *What words or sign would you typically hear/see? Are these spontaneous or in response to caregiver initiation?* | | | | | | | | |
| 1.23. Leaving room to find caregiver | 24 |  |  |  |  | I | S | A |
| *How does child react when caregiver leaves room?* |  |  |  |  |  |  |  |  |
| 1.24. Going to get comforting item when upset (e.g., stuffed toy) | 30 |  |  |  |  | I | S | A |
| W*hat types of things are comforting for this child?* | | | | | | | | |
| 1.25. Following directions involving descriptions (e.g., get the *big* pillow, be *quiet* sissy is still sleeping) | 33 |  |  |  |  | S | CG, CM | K |
| *How does parent typically give directions (e.g. words, gestures, pictures, combination)?* | | | | | | | | |
| **Parents:/Caregivers If you had to rate this time of day with 1 being really hard and 5 being very enjoyable, how would you rate this time of day?”**  (hard) 1 --- 2 --- 3 --- 4 --- 5 (enjoyable)  Enter caregiver response: | | | | | | | | |

Additional Comments/Observations

Based on information shared about this time of day/routine, what are some things the parent/caregiver would like to work on, see happen differently?

| Child Name       DOB       ID# | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2. **Meal Times** - Participates in meal times by… | Starting age in months | Not yet  1 | Some- times  2 | Often  3 | Beyond this  3 | Funca | Devb | Outc |
| 2.1. Opening mouth when caregiver gives bottle or breast for nursing | 0 |  |  |  |  | I | A | A |
| 2.2. Sucking strongly enough when nursing or bottle feeding | 0 |  |  |  |  | I | A | A |
| 2.3. Drinking appropriate amount from bottle or when nursing | 0 |  |  |  |  | I | A | A |
| 2.4. Swallowing following a few sucks | 0 |  |  |  |  | I | A | A |
| 2.5. Feeding on a fairly consistent schedule (e.g., every 3-4 hours) | 3 |  |  |  |  | I | A | A |
| *How does child demonstrate they are hungry/ready to eat?* | | | | | | | | |
| 2.6. Sitting in a high chair upright without slumping over | 5 |  |  |  |  | I | M | A |
| 2.7. Remaining calm (at least briefly) while waiting for feeding when hungry | 6 |  |  |  |  | E | S | S |
| *What are some examples of activities that keep child busy/distracted while waiting?* | | | | | | | | |
| 2.8. Holding own bottle (if bottle fed) | 6 |  |  |  |  | I | A | A |
| 2.9. Beginning to eat solid food (e.g., baby cookie, cracker) | 6 |  |  |  |  | I | A | A |
| 2.10. Raking foods with fingers to pick up and eat | 7 |  |  |  |  | I | A, M | A |
| 2.11. Eating with little or no drooling (except for teething) | 7 |  |  |  |  | I | A | A |
| 2.12. Feeding self with fingers (half or more of meal) | 9 |  |  |  |  | I | A | A |
| 2.13. Chewing food (e.g., cracker, cookie) | 9 |  |  |  |  | I | A | A |
| *How does child manage the amount of food he puts in their mouth? (i.e. appropriate bites, stuffing)?* | | | | | | | | |
| 2.14. Using thumb and forefinger to pick up small pieces of food | 10 |  |  |  |  | I | A, M | A |
| 2.15. Following simple requests with clear gestures (e.g., eat more, drink juice) | 12 |  |  |  |  | S | CM | K |
| 2.16. Following pointing by looking to person and object | 12 |  |  |  |  | S | CM | K |
| 2.17. Drinking from a sippy cup by him- or herself | 12 |  |  |  |  | I | A | A |
| 2.18. Bringing spoon to mouth eating some of the food from it | 12 |  |  |  |  | I | A | A |
| 2.19. Using pointing to communicate (e.g., as if to say “look” or “I want”) | 12 |  |  |  |  | S | CM | K |
| *If the child does not point, how do they communicate what they want/want to share?* | | | | | | | | |
| 2.20. Understanding and saying “no” with meaning | 13 |  |  |  |  | S | CM | K |
| 2.21. Using a spoon to eat sticky foods (e.g., mashed potatoes) (may include some  spilling) | 15 |  |  |  |  | I | A | A |
| 2.22. Indicating when hungry or thirsty with a sign or word | 15 |  |  |  |  | S | CM | A |
| *Are child’s request for food/drink understood by other caregivers (beside parents)?* |  |  |  |  |  |  |  |  |
| 2.23. Pointing and/or vocalizing clearly to indicate food preference | 16 |  |  |  |  | S | CM | A |
| 2.24. Using a spoon independently for most of the meal | 18 |  |  |  |  | I | A | A |
| 2.25. Drinking appropriate amount from open cup at one time (with each sip) | 18 |  |  |  |  | I | A | A |
| 2.26. Staying seated for meal while he or she is eating with others | 18 |  |  |  |  | E | S | S |
| *If child does not stay seated, what are they doing and how does that affect their food intake? (Grazing? Snacking? Pouches?)* | | | | | | | | |
| 2.27. Using signs or words to ask for at least one *specific* foods or drink | 18 |  |  |  |  | S | CM | A |
| *Examples of signs or words?* | | | | | | | | |
| 2.28. Communicating “more” with signs or words | 18 |  |  |  |  | S | CM | A |
| 2.29. Communicating “finished” with signs or words | 18 |  |  |  |  | S | CM | A |
| 2.30. Putting an appropriate amount of food in mouth at a time | 18 |  |  |  |  | I | A | A |
| If *not appropriate amount, what has parent tried?* |  |  |  |  |  |  |  |  |
| 2.31. Climbing forward onto adult size chair or backing into a child size chair | 18 |  |  |  |  | I | M | A |
| 2.32. Eating a variety of foods | 23 |  |  |  |  | I | A | A |
| 2.33. Removing easy wrappers or peels before eating (e.g., sliced orange peel) | 23 |  |  |  |  | I | A | A |
| 2.34. Waiting for food for a few minutes, without fussing | 24 |  |  |  |  | E | S | S |
| 2.35. Handling fragile items carefully (e.g., drinking glass) | 24 |  |  |  |  | E | S, A | A |
| 2.36. Using words to ask for help (e.g., when opening drink box) | 24 |  |  |  |  | S | CM | A |
| 2.37. Following 2-part command (e.g., give me the plate and put cup in sink) | 25 |  |  |  |  | S | CM | K |
| 2.38. Using words (pronouns) ‘I’ ‘me’ to refer to self (e.g., I did it) | 27 |  |  |  |  | S | CM | K |
| **Parents:/Caregivers If you had to rate this time of day with 1 being really hard and 5 being very enjoyable, how would you rate this time of day?”**  (hard) 1 --- 2 --- 3 --- 4 --- 5 (enjoyable)  Enter caregiver response: | | | | | | | | |

Additional Comments/Observations

Based on information shared about this time of day/routine, what are some things the parent/caregiver would like to work on, see happen differently?

| Child Name       DOB       ID# | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3**. Getting Dressed** - Participates in getting dressed time by… | Starting age in months | Not yet  1 | Some- times  2 | Often  3 | Beyond this  3 | Funca | Devb | Outc |
| 3.1. Attending to sound of caregiver’s voice | 0 |  |  |  |  | S | S | S |
| 3.2. Allowing caregiver to dress him or her without getting overly upset or showing  strong discomfort for clothing or touch | 0 |  |  |  |  | E | S | S |
| 3.3. Responding positively to physical contact and holding | 0 |  |  |  |  | E | S | S |
| 3.4. Inspecting his or her hands | 2 |  |  |  |  | E | CG | K |
| 3.5. Communicating with vocal sounds | 2 |  |  |  |  | S | CM | K |
| *For older children, what types of sounds might you hear?* | | | | | | | | |
| 3.6. Responding to own name when called (e.g., pausing, alerting, vocalizing) | 6 |  |  |  |  | S | CM | S |
| 3.7. Babbling with adult-like inflection | 8 |  |  |  |  | S | CM | K |
| 3.8. Assisting by extending an arm or leg for a sleeve or pants | 11 |  |  |  |  | I | A | A |
| 3.9. Pointing correctly to one body part on self when asked | 15 |  |  |  |  | E | CM, CG | K |
| 3.10. Removing an article of clothing by him- or herself (e.g., socks, hat) | 15 |  |  |  |  | I | A | A |
| 3.11. 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 |  |  |  |  | S | CM | K |
| 3.12. Recognizing self in mirror (e.g., pointing at self) | 15 |  |  |  |  | E | CG, S | K |
| 3.13. Indicating what he or she wants to wear (e.g., gestures or verbalizes when given  choice) | 18 |  |  |  |  | S | CM | A |
| 3.14. Undoing fasteners (e.g., unzips large zipper, snaps) | 18 |  |  |  |  | I | A | A |
| 3.15. Helping undress self (e.g., remove shoes) | 18 |  |  |  |  | I | A | A |
| 3.16. Using gestures or words to identify 2 or more body parts | 18 |  |  |  |  | S | CM | K |
| 3.17. Using some signs or words to comment or respond | 18 |  |  |  |  | S | CM | K |
| *What are some examples of signs or words child uses?* | | | | | | | | |
| 3.18. Following directions to go get (e.g., go get your shoes) | 18 |  |  |  |  | S | CM | K |
| 3.19. Persisting with the complex task of trying to put on or take off some clothes  (may still need help to complete task) | 24 |  |  |  |  | I | A | A |
| 3.20. Identifying 5 or more body parts (e.g., pointing at on self, others, or doll) | 24 |  |  |  |  | E | CG | K |
| *What are some of child’s known body parts?* | | | | | | | | |
| 3.21. Understanding complex directions (e.g., first shoes on, then outside) | 25 |  |  |  |  | E | CM | K |
| 3.22. Helping dress self | 28 |  |  |  |  | I | A | A |
| *If child helps, how much do they do independently?* | | | | | | | | |
| 3.23. Putting shoes on (maybe on wrong feet and not tied) | 30 |  |  |  |  | I | A | A |
| 3.24. Putting on coat with assistance | 30 |  |  |  |  | I | A | A |
| 3.25. Describing clothing preference (e.g., want dino jammies, princess skirt) | 30 |  |  |  |  | S | CM | A |
| *Does child have preferred clothing, and if so, what type, fabric, etc.?* | | | | | | | | |
| 3.26. Dressing and undressing, with help for buttons and laces | 33 |  |  |  |  | I | A | A |
| 3.27. Follows multi-step directions (e.g., go to the door, get your boots, and bring  them to daddy) | 33 |  |  |  |  | S | CM | K |
| *What would be a typical multi-step direction in this child’s home?* | | | | | | | | |
| 3.28. Putting on socks | 36 |  |  |  |  | I | A | A |

Additional Comments/Observations

Based on information shared about this time of day/routine, what are some things the parent/caregiver would like to work on, see happen differently?

| Child’s Name.       DOB.      /     /      Date.      /     / | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4. **Toileting/Diaper** - Participates in toileting/diapering time by… | Starting age in months | Not yet  1 | Some- times  2 | Often  3 | Beyond this  3 | Funca | Devb | Outc |
| 3.29. Fastening zippers, snaps, big buttons | 36 |  |  |  |  | I | A, M | A |
| 4.1. Quieting when picked up by caregiver | 0 |  |  |  |  | E | S | S |
| 4.2. Cooperating with diaper change without being inconsolably fussy | 1 |  |  |  |  | S | S | S |
| 4.3. Paying attention to surroundings, including caregiver’s face (children who are blind  or those with VI, leave blank) | 1 |  |  |  |  | E | CG | K |
| 4.4. Vocalizing frequently with intent (short, loud, different pitches) | 9 |  |  |  |  | S | CM | K |
| *What types of vocalization(s) does the parent recognize?* | | | | | | | | |
| 4.5. Indicating when he or she needs to be changed by vocalizing | 12 |  |  |  |  | S | CM | A |
| 4.6. Following routine directions with items in sight (e.g., put diaper in bin) | 15 |  |  |  |  | S | CM | K |
| 4.7. Sitting on potty chair or stepping up on small step to sit on regular toilet | 18 |  |  |  |  | I | M | A |
| 4.8. Using a sign or word about toilet/diapering (e.g., to comment or respond) | 18 |  |  |  |  | S | CM | K |
| 4.9. Washing hands, completing the steps with prompting (may need help reaching  things) | 24 |  |  |  |  | I | A | A |
| 4.10. Using the toilet (or potty chair) with assistance | 24 |  |  |  |  | I | A | A |
| 4.11. Lowering pants (may need help with fasteners or getting over diaper) | 24 |  |  |  |  | I | A | A |
| 4.12. Using two-word phrases to express self (e.g., me potty, go potty, me poop) | 24 |  |  |  |  | S | CM | K |
| 4.13. Staying dry for 3 hours | 25 |  |  |  |  | I | A | A |
| 4.14. Indicating a need to go the bathroom, and actually goes (most of the time) | 30 |  |  |  |  | I | A | A |
| 4.15. Indicating need to go in enough time to get to the bathroom (most often) | 30 |  |  |  |  | I | A | A |
| 4.16. Responding to questions about bowel movement/urination (poop and pee - knows  the difference) | 30 |  |  |  |  | S | CG | K |
| 4.17. Lasting the whole night without wetting (more often than not) | 33 |  |  |  |  | I | A | A |
| 4.18. Attempting to wipe self | 33 |  |  |  |  | I | A | A |
| 4.19. Talking about the toilet | 33 |  |  |  |  | S | CM | K |
| 4.20. Managing mostly by self, when using the toilet, may need reminders | 33 |  |  |  |  | I | A | A |
| 4.21. Remembering steps in toilet routine (e.g., respond to what do we do next) | 33 |  |  |  |  | E | CG | K |
| **Parents:/Caregivers If you had to rate this time of day with 1 being really hard and 5 being very enjoyable, how would you rate this time of day?”**  (hard) 1 --- 2 --- 3 --- 4 --- 5 (enjoyable)  Enter caregiver response: | | | | | | | | |

Additional Comments/Observations

Based on information shared about this time of day/routine, what are some things the parent/caregiver would like to work on, see happen differently?

| Child’s Name       DOB      /     /      Date      /     / | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5. **Going Out -** Participates in going out time by… | Starting age in months | Not yet  1 | Some- times  2 | Often  3 | Beyond this  3 | Funca | Devb | Outc |
| 5.1. Calming when picked up | 0 |  |  |  |  | E | S | S |
| 5.2. Settling and being relaxed when held or nestled in carrier | 0 |  |  |  |  | E | S | S |
| 5.3. Crying to indicate discomfort | 0 |  |  |  |  | S | CM | A |
| 5.4. Smiling purposefully in response to caregiver | 2 |  |  |  |  | S | S | S |
| 5.5. Making cooing sounds | 2 |  |  |  |  | S | CM | K |
| 5.6. Looking at or watches an item or caregiver move | 3 |  |  |  |  | E | CG | K |
| 5.7. Turning head towards a voice (i.e., searches for speaker) | 3 |  |  |  |  | E | CG | K |
| 5.8. Comforting self with pacifier, thumb, or object | 4 |  |  |  |  | E | S | S |
| 5.9. Lifting head when pulled to sitting (e.g., to be placed in stroller) | 5 |  |  |  |  | I | M | A |
| 5.10. Responding differently to familiar caregiver and strangers | 6 |  |  |  |  | S | S | S |
| 5.11. Waving or gesturing in response to bye-bye | 9 |  |  |  |  | S | CM | S |
| 5.12. Walking with or without help when given the opportunity | 12 |  |  |  |  | I | M | A |
| *How many steps is the child able to take unassisted?* | | | | | | | | |
| 5.13. Showing understanding of simple questions (e.g., child looks at mama when asked  “Where’s mama?”). | 12 |  |  |  |  | S | CM | K |
| 5.14. Letting others help (little stranger anxiety) but still liking constant sight of caregiver | 12 |  |  |  |  | S | S | S |
| 5.15. Moving from sitting to standing independently, may use support to pull up | 12 |  |  |  |  | I | M | A |
| 5.16. Pointing to show or draw caregivers attention to something | 14 |  |  |  |  | S | CM | S |
| 5.17. Pointing to something in the distance (e.g., outside ) to show caregiver | 18 |  |  |  |  | S | CM | S |
| 5.18. Using a sign or word to say what he or she wants (e.g., cup, bunny) | 18 |  |  |  |  | S | CM | A |
| 5.19. Finding a way to occupy self for a few minutes while caregiver is busy | 18 |  |  |  |  | E | A | A |
| 5.20. Imitating sounds heard (e.g., animals, vehicles) with or without prompt | 18 |  |  |  |  | S | CM | K |
| 5.21. Imitating two-word phrase related to going out (e.g., go park, ride car) | 18 |  |  |  |  | S | CM | K |
| 5.22. Showing affection toward others (e.g., hugs, pats, words) | 18 |  |  |  |  | S | S | S |
| 5.23. Sitting in car seat, leaving the seatbelt fastened | 24 |  |  |  |  | E | S | A |
| 5.24. Holding caregiver hand, knowing the social rule to do that | 24 |  |  |  |  | E | S | S |
| *Does child hold hands spontaneously, upon request, or with resistance?* | | | | | | | | |
| 5.25. Saying ‘mine’ to show ownership of his or her things with others | 24 |  |  |  |  | S | S | S |
| 5.26. Climbing into the car or car seat independently | 24 |  |  |  |  | I | M | A |
| 5.27. Responding to simple questions (e.g., What’s that?) with words | 27 |  |  |  |  | S | CM | K |
| 5.28. Taking just one of something when told he or she can have only one | 27 |  |  |  |  | E | CG | K |
| 5.29. Staying with a caregiver when walking (may need frequent reminders) | 30 |  |  |  |  | E | S | S |
| 5.30. Responding to “no” or redirection without a tantrum (most of the time) (e.g., no we  can’t have ice cream now, you can play here but not there) | 30 |  |  |  |  | S | CG, S | S |
| 5.31. Saying first and last name when asked | 30 |  |  |  |  | S | CG | K |
| 5.32. Naming familiar people or animals (e.g., papa for grandpa, cat for cat - or familiar cat’s  name) | 30 |  |  |  |  | S | CM, CG | K |
| 5.33. Experimenting with balance taking a few steps on curb (if safe to do so) | 33 |  |  |  |  | I | M | A |
| 5.34. Telling others about things not present (e.g., mommy goed work) | 36 |  |  |  |  | S | S, CM | S |
| 5.35. Waiting during errands (e.g., at cash register) | 36 |  |  |  |  | E | S | S |
| **Parents:/Caregivers If you had to rate this time of day with 1 being really hard and 5 being very enjoyable, how would you rate this time of day?”**  (hard) 1 --- 2 --- 3 --- 4 --- 5 (enjoyable)  Enter caregiver response: | | | | | | | | |

Additional Comments/Observations

Based on information shared about this time of day/routine, what are some things the parent/caregiver would like to work on, see happen differently?

| Child’s Name       DOB      /     /      Date      /     / | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6. **Play Time With Others** - Participates in play time with others by… | Starting age in months | Not yet  1 | Some- times  2 | Often  3 | Beyond this  3 | Funca | Devb | Outc |
| 6.1. Reacting to sounds (e.g. startling) | 0 |  |  |  |  | E | CG | K |
| 6.2. Following caregiver with his or her eyes | 3 |  |  |  |  | I | S | S |
| 6.3. Getting excited as caregiver approaches/starts playful game (e.g., squeals) | 3 |  |  |  |  | S | S | S |
| 6.4. Wiggling or vocalizing to continue social play (e.g., bouncing) | 4 |  |  |  |  | S | S,  CG | S |
| 6.5. Playing with others, without fussing or getting upset | 6 |  |  |  |  | S | S | S |
| 6.6. Rolling back to tummy | 6 |  |  |  |  | I | M | A |
| 6.7. Playing simple games with caregiver or older child (e.g., peek-a-boo) | 6 |  |  |  |  | S | CG,  S | S |
| *What are some of the games this child enjoys most?*       *If there are any he does not enjoy, what are they?* | | | | | | | | |
| 6.8. Imitating behaviors already known (e.g., patting, banging) | 6 |  |  |  |  | S | CG | K |
| 6.9. Imitating others (e.g., sounds, simple actions) | 7 |  |  |  |  | S | CG | K |
| 6.10. Showing interest in children (e.g., looking at, vocalizing, gesturing) | 9 |  |  |  |  | S | S | S |
| 6.11. Indicating he or she understands what “no-no” means by his or her actions | 9 |  |  |  |  | S | CM,  S | K |
| 6.12. Talking or babbling back and forth in a sort of conversation with caregiver | 11 |  |  |  |  | S | CM,  S | S |
| 6.13. Showing interest in climbing (e.g., onto furniture, in boxes) | 11 |  |  |  |  | I | M | A |
| 6.14. Repeating things (e.g., sounds, actions) when laughed at by others | 11 |  |  |  |  | S | CM, S | S |
| 6.15. Indicating understanding of simple request with clear gestures (e.g. come here, give me) | 12 |  |  |  |  | S | CM | K |
| 6.16. Playing a back and forth game (e.g., push ball, move to get toy back) | 12 |  |  |  |  | S | S,  CG | S |
| *Are there examples of these games?*       *Who does child play with*?       *How long will they play for before tiring/moving to something else*? | | | | | | | | |
| 6.17. Imitating new actions (e.g., banging drum, stirring with a spoon) | 12 |  |  |  |  | S | CG | K |
| 6.18. Playing apart from familiar caregiver (5 minutes or longer) | 15 |  |  |  |  | S | S | S |
| 6.19. Playing with a variety of toys in their intended manner (e.g., scribbles on paper, shape sorter, ring stacker) | 15 |  |  |  |  | E | CG | K |
| 6.20. Playing back and forth (early turn taking) game with another child (with caregiver assistance) | 18 |  |  |  |  | E | S | S |
| 6.21. Playing side by side with other children interacting with gestures | 18 |  |  |  |  | S | S,  CM | S |
| *Who are the children the child plays with?*       *What does that play look like?* | | | | | | | | |
| 6.22. Using a two-word sentence to request and comment | 21 |  |  |  |  | S | CM | K |
| *Are there examples?*       *In what settings?*       *Who are the people the child will use these words with*? | | | | | | | | |
| 6.23. Cleaning up toys, as part of routine, when asked (e.g., puts toy in box) | 22 |  |  |  |  | S | CM,  S | S |
| 6.24. Indicating ownership over toys or items with peers (e.g., may grab toy) | 23 |  |  |  |  | S | S | S |
| 6.25. Singing snippets of songs (e.g., happy birthday) | 24 |  |  |  |  | E | CM | K |
| 6.26. Maintaining motor control over his or her body in relationship to others (e.g., walks well moves around others) | 24 |  |  |  |  | I | M | A |
| 6.27. Showing interest to play with other children (e.g., goes to where they are) | 24 |  |  |  |  | S | S | S |
| *If child does not show interest in other children, are there other things he is interested in?* | | | | | | | | |
| 6.28. Playing simple make-believe with another (e.g., shopping putting things in toy grocery cart and going to peer/adult to get more) | 24 |  |  |  |  | E | CG,  S | S |
| 6.29. Protecting own territory/toys/objects by saying “Mine” | 24 |  |  |  |  | I | CM | A |
| 6.30. Sustaining longer (~15 min) play with children, may need caregiver to help with disputes | 30 |  |  |  |  | E | S | S |
| 6.31. Being bossy with other children (e.g., has ideas may try to be in charge) | 30 |  |  |  |  | S | S | S |
| 6.32. Separating from parent without interfering anxiety, in familiar settings | 30 |  |  |  |  | S | S | S |
| *If child does show anxiety, how long does it last and/or what seems to help it subside?* | | | | | | | | |
| 6.33. Playing with others but might have preferred play partners | 30 |  |  |  |  | S | S | S |
| 6.34. Initiating play with other children and talking to others more with words | 30 |  |  |  |  | S | S,  CM | S |
| 6.35. Playing group games with adult help (e.g., Ring Around Rosie) | 30 |  |  |  |  | S | S | S |
| 6.36. Seeking caregiver help with social conflicts (e.g., goes to caregiver when peer grabs his or her toy) | 30 |  |  |  |  | S | S | S |
| 6.37. Playing without messing up others’ creations (e.g., blocks, painting) | 36 |  |  |  |  | E | S | S |
| 6.38. Knowing how to ask another child for a turn with a toy | 36 |  |  |  |  | S | S | S |
| 6.39. Using loud (including rough and tumble) and quiet play at appropriate times/in appropriate contexts | 36 |  |  |  |  | E | S | S |
| 6.40. Staying quiet when playing hide-and-seek with others | 36 |  |  |  |  | E | CG | S |
| **Parents:/Caregivers If you had to rate this time of day with 1 being really hard and 5 being very enjoyable, how would you rate this time of day?”**  (hard) 1 --- 2 --- 3 --- 4 --- 5 (enjoyable)  Enter caregiver response: | | | | | | | | |

Additional Comments/Observations

Based on information shared about this time of day/routine, what are some things the parent/caregiver would like to work on, see happen differently?

| Child’s Name       DOB      /     /      Date      /     / | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 7. Play Time by Him- or Herself - Participates in play time by him- or herself by… | Starting age in months | Not yet  1 | Some- times  2 | Often  3 | Beyond this  3 | Funca | Devb | Outc |
| 7.1. Lying on back turning head (may prefer one side but can do both) | 0 |  |  |  |  | I | M | A |
| 7.2. Repeating actions with toys (e.g., bangs at toys, kicks legs to move toy) | 3 |  |  |  |  | E | CG | K |
| 7.3. Exploring objects with hands and mouth | 3 |  |  |  |  | E | CG | K |
| 7.4. Grasping own foot and taking it to mouth to explore | 5 |  |  |  |  | E | CG, M | K |
| 7.5. Lying on tummy and reaching for toys with one hand | 6 |  |  |  |  | I | M | A |
| 7.6. Seeking partly hidden items, including pacifier or bottle | 6 |  |  |  |  | E | CG | K |
| 7.7. Working to get out of reach toy by pivoting, rolling, stretching | 7 |  |  |  |  | E | M | A |
| 7.8. Sitting independently (not propped with hands) | 8 |  |  |  |  | I | M | A |
| 7.9. Making toys work by self (e.g., push to reactivate action) | 9 |  |  |  |  | E | CG | K |
| *What types of toys does child find most enjoyable/interesting?* | | | | | | | | |
| 7.10. Exploring all sides of objects and dropping or throwing objects while exploring  (sometimes repeatedly) | 9 |  |  |  |  | E | M, CG | K |
| 7.11. Moving from sitting to hands and knees to crawl on hands and knees | 9 |  |  |  |  | I | M | A |
| 7.12. Crawling on hands and knees to get toys or objects of interest | 9 |  |  |  |  | I | M | A |
| 7.13. Picking up small objects effectively, with tip of index finger and thumb | 10 |  |  |  |  | I | M | A |
| 7.14. Putting toys in and out of containers (e.g., dumping and filling) | 12 |  |  |  |  | E | CG | K |
| 7.15. Watching where toy moves out of sight and goes to get it (e.g., ball, car) | 12 |  |  |  |  | E | M, CG | K |
| *If child does not go find the toy, or desired toy in not in sight/reach, what does he do?* | | | | | | | | |
| 7.16. Using both hands equally well in play to explore | 12 |  |  |  |  | I | M | A |
| 7.17. Playing with toys, showing awareness of toy functions (e.g., bangs on drum, drinks from cup) | 12 |  |  |  |  | E | CG | K |
| 7.18. Using non-words to express emotion (e.g., oh-oh, oops, ah) | 12 |  |  |  |  | S | CM | S |
| 7.19. Patting at pictures in books, turning one or more pages at a time | 15 |  |  |  |  | E | M, CG | K |
| 7.20. Picking up toys/objects from floor while standing | 15 |  |  |  |  | I | M | A |
| 7.21. Selecting favorite toy or object and going to get it by him- or herself | 15 |  |  |  |  | I | S | A |
| 7.22. Sustaining play by self for a few minutes without caregiver in clear sight | 18 |  |  |  |  | I | S | S |
| 7.23. Trying to sing songs/act out familiar finger plays | 18 |  |  |  |  | S | CG | K |
| 7.24. Constructing things during play (e.g., build or stacks blocks/Duplo’s) | 19 |  |  |  |  | E | CG, M | K |
| 7.25. Indicating understanding of where toys or other things belong (e.g., goes to shelf to  find specific toy, puts things away) | 21 |  |  |  |  | E | CG | K |
| 7.26. Holding crayon with fingers not fisted to color | 23 |  |  |  |  | I | M | A |
| 7.27. Jabbering and saying true words too during play | 24 |  |  |  |  | E | CM | K |
| 7.28. Pretending by linking 2 or more actions (e.g., feeding, burping, and putting doll down \. for nap) | 24 |  |  |  |  | E | CG | K |
| 7.29. Pretending objects are something else (e.g., block to represent food) | 24 |  |  |  |  | E | CG | K |
| 7.30. Matching two or more identical shapes or colors (e.g., puts round blocks together,  picks out same colored cars) | 24 |  |  |  |  | E | CG | K |
| 7.31. Pretending with more elaborate make-believe (e.g., dress up, pretending to be  mommy, a fire fighter, teacher) | 30 |  |  |  |  | E | CG | K |
| 7.32. Showing pride in accomplishments (e.g., claps, says “I did it”, or otherwise draws  attention to task he or she did) | 30 |  |  |  |  | S | S | S |
| 7.33. Persisting when something is difficult, trying different ways | 30 |  |  |  |  | E | CG | K |
| 7.34. Maintaining safety while playing independently (e.g., knows not to play with stove) | 30 |  |  |  |  | I | A, CG | A |
| 7.35. Scribbling making lines or zig zags (i.e., more than just marks on paper) | 33 |  |  |  |  | E | M, CG | K |
| 7.36. Knowing safety play boundaries (e.g., driveway versus street) | 36 |  |  |  |  | I | CG | A |
| **Parents:/Caregivers If you had to rate this time of day with 1 being really hard and 5 being very enjoyable, how would you rate this time of day?”**  (hard) 1 --- 2 --- 3 --- 4 --- 5 (enjoyable)  Enter caregiver response: | | | | | | | | |

Additional Comments/Observations

Based on information shared about this time of day/routine, what are some things the parent/caregiver would like to work on, see happen differently?

| Child’s Name.       DOB.      /     /      Date.      /     / | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 8. **Nap Time** - Participates in nap time by… | Starting age in months | Not yet  1 | Some- times  2 | Often  3 | Beyond this  3 | Funca | Devb | Outc |
| 8.1. Falling asleep in response to caregiver’s actions (e.g., nursing, rocking) | 0 |  |  |  |  | E | S | S |
| 8.2. Taking frequent naps (30 min to 4 hours at a time) | 0 |  |  |  |  | I | A | A |
| 8.3. Staying awake for longer periods during the day | 3 |  |  |  |  | I | A | A |
| 8.4. Waking self, perhaps by rolling over (back to side) and can be okay, briefly, without crying immediately | 4 |  |  |  |  | E | S,  M | S |
| 8.5. Napping at more predictable times (establishing nap schedule) | 6 |  |  |  |  | I | A | A |
| 8.6. Playing with toys, beyond mouthing or banging, if awake | 9 |  |  |  |  | E | CG | K |
| 8.7. Using objects (e.g., blanket, stuffed toy) to self-soothe/regulate emotions | 12 |  |  |  |  | E | S | S |
| 8.8. Giving up one nap | 12 |  |  |  |  | I | A | A |
| 8.9. Giving hugs or kisses, may be part of sleep/nap routine | 14 |  |  |  |  | S | S | S |
| 8.10. Taking one nap a day, which is typically enough | 18 |  |  |  |  | I | A | A |
| 8.11. Understanding directions, such as “finish this (be specific) then it’s nap time” (but might not always comply) | 24 |  |  |  |  | S | CM,  CG | K |
| 8.12. Resting/playing quietly by self for a while (20+ minutes) if not sleeping | 30 |  |  |  |  | I | A | S |
| 8.13. Getting through the day without a nap | 33 |  |  |  |  | I | A | A |
| 8.14. Sleeping through the night and not taking a day time nap | 36 |  |  |  |  | I | A | A |
| **Parents:/Caregivers If you had to rate this time of day with 1 being really hard and 5 being very enjoyable, how would you rate this time of day?”**  (hard) 1 --- 2 --- 3 --- 4 --- 5 (enjoyable)  Enter caregiver response: | | | | | | | | |

Additional Comments/Observations

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| Child’s Name       DOB      /     /      Date      /     / | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9. **Bath Time -** Participates in bath time by… | Starting age in months | Not yet  1 | Some- times  2 | Often  3 | Beyond this  3 | Funca | Devb | Outc |
| 9.1. Engaging with caregiver without fussing or getting upset | 0 |  |  |  |  | E | S | S |
| 9.2. Sitting up propped with arms at least briefly and with head upright | 5 |  |  |  |  | I | M | A |
| 9.3. Smiling at and playing with own image in mirror | 5 |  |  |  |  | E | S | S |
| 9.4. Making eye contact, babbling (baba, dada) or otherwise interacting with caregiver | 6 |  |  |  |  | S | S,  CM | S |
| 9.5. Splashing in the water | 6 |  |  |  |  | E | CG | K |
| 9.6. Reaching for and grasping toy, if sitting securely with support | 6 |  |  |  |  | I | M | A |
| 9.7. Holding washcloth and imitating caregiver’s washing actions | 9 |  |  |  |  | I | CG | K |
| 9.8. Showing toy to caregiver but not necessarily releasing it | 9 |  |  |  |  | S | S | S |
| 9.9. Retrieving toys that have fallen into the water | 9 |  |  |  |  | E | CG | K |
| 9.10. Responding with gestures when asked “want up” “all done” | 9 |  |  |  |  | S | CM | K |
| 9.11. Holding out arm to be washed | 11 |  |  |  |  | E | A | A |
| 9.12. Walking with one or both hands held | 12 |  |  |  |  | I | M | A |
| 9.13. Indicating understanding of a familiar word about bath (e.g., up, splash) | 12 |  |  |  |  | S | CM | K |
| 9.14. Playing with objects in the tub using caregiver to help repeat enjoyable action (e.g., giving caregiver toy to pour, blow bubbles, etc.) | 12 |  |  |  |  | E | CG | K |
| 9.15. Understanding directions and names of things (e.g., wash feet, get cup) | 18 |  |  |  |  | S | CG,  CM | K |
| 9.16. Letting caregiver brush his or her teeth (may hold or chew on brush) | 18 |  |  |  |  | S | A | A |
| 9.17. Standing on one foot, with help, for drying | 18 |  |  |  |  | I | M | A |
| 9.18. Identifying him- or herself in mirrors (e.g., saying name or nick name) | 20 |  |  |  |  | E | CG | K |
| 9.19. Indicating if the water temperature is uncomfortable (words or gestures) | 20 |  |  |  |  | S | CM | A |
| 9.20. Putting away bath toys, as part of bath routine, on request with prompting | 22 |  |  |  |  | E | CM | S |
| 9.21. Washing body parts independently (e.g., feet, hands, legs) | 24 |  |  |  |  | I | A | A |
| 9.22. Cooperating with caregiver for hair brushing (most of the time) | 24 |  |  |  |  | S | S | S |
| 9.23. Talking during bath time with caregiver understanding half or more of the words he or she says | 24 |  |  |  |  | S | CM | K |
| 9.24. Brushing teeth with some help | 25 |  |  |  |  | I | A | A |
| 9.25. Using towel to dry, making drying actions, but still needs help to get dry | 30 |  |  |  |  | I | A | A |
| 9.26. Showing pride in accomplishments for things done independently | 30 |  |  |  |  | S | S | S |
| 9.27. Saying if he or she is a boy or a girl when asked | 33 |  |  |  |  | S | S | K |
| 9.28. Combing or brushing hair independently (may need caregiver final touch) | 36 |  |  |  |  | I | A | A |
| 9.29. Drying off independently (may need caregiver final touch) | 36 |  |  |  |  | I | A | A |
| 9.30. Making some choices about toothpaste flavor, hair accessories, and so on | 36 |  |  |  |  | E | CG, CM | A |
| **Parents:/Caregivers If you had to rate this time of day with 1 being really hard and 5 being very enjoyable, how would you rate this time of day?”**  (hard) 1 --- 2 --- 3 --- 4 --- 5 (enjoyable)  Enter caregiver response: | | | | | | | | |

Additional Comments/Observations

Based on information shared about this time of day/routine, what are some things the parent/caregiver would like to work on, see happen differently?

| Child’s Name       DOB      /     /      Date      /     / | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 10. **Hanging -Out Time** - Participates in hanging-out time by… | Starting age in months | Not yet  1 | Some- times  2 | Often  3 | Beyond this  3 | Funca | Devb | Outc |
| 10.1. Responding positively to being held and cuddled | 0 |  |  |  |  | S | S | S |
| 10.2. Responding differently to the voice of a stranger from that of caregiver | 3 |  |  |  |  | S | S | S |
| 10.3. Looking at an object and watching it move in different directions (up, down, left,  right) (children who are blind/those with VI, leave blank) | 3 |  |  |  |  | E | CG | K |
| 10.4. Pushing up on hands when lying on tummy | 5 |  |  |  |  | I | M | A |
| 10.5. Reaching forward to get toys when supported in sitting | 5 |  |  |  |  | I | M | A |
| 10.6. Having fun pointing to and pulling on facial features of caregivers | 5 |  |  |  |  | S | S | S |
| 10.7. Rolling back to tummy and tummy to back both directions | 7 |  |  |  |  | I | M | A |
| 10.8 Pulling up to stand on furniture | 8 |  |  |  |  | I | M | A |
| 10.9. Playing with books (e.g., looking at, touching, mouthing) | 8 |  |  |  |  | E | CG | K |
| 10.10. Attending to objects mentioned during conversation (e.g., looks at dog when  mentioned, looks at ball) | 10 |  |  |  |  | E | CG | K |
| 10.11. Moving about to explore looking back to caregiver but okay to move | 12 |  |  |  |  | S | S | S |
| 10.12. Showing interest looking at pictures in a book | 12 |  |  |  |  | E | CG | K |
| 10.13. Staying with caregiver looking at a book at least a few minutes | 12 |  |  |  |  | E | S | S |
| 10.14. Vocalizing to get caregiver attention to start or change activity | 12 |  |  |  |  | S | CM | A |
| *What does this typically sound like?* | | | | | | | | |
| 10.15. Exploring drawers and cabinets | 13 |  |  |  |  | E | CG  M | K |
| 10.16. Turning pages in books (may be several at a time - 2 or 3) | 14 |  |  |  |  | I | M | K |
| 10.17. Figuring out how to activate/get a toy (e.g., turn toy on, climb to get toy) | 18 |  |  |  |  | I | CG | K |
| 10.18. Showing clear preference or has a favorite picture/book/show | 18 |  |  |  |  | E | CG | K |
| 10.19. Recognizing him- or herself in a picture by pointing or looking | 19 |  |  |  |  | E | CG | K |
| 10.20. Naming a character when seen in a book or on a show | 24 |  |  |  |  | E | CG  CM | K |
| 10.21. Pointing to and naming pictures in a book (3 or more pictures) | 24 |  |  |  |  | S | CMCG | K |
| 10.22. Talking about shows when they are being watched | 24 |  |  |  |  | S | CM | K |
| *What are some things child might say?* | | | | | | | | |
| 10.23. Responding to emotions of others, sometimes with prompting (e.g., laughs at  another’s laugh, approaches crying child) | 24 |  |  |  |  | S | CG S | S |
| 10.24. Using a word like ‘big’ or ‘little’ to describe things | 25 |  |  |  |  | E | CG, CM | K |
| 10.25. Understanding and naming actions of things in books or on shows (e.g., running,  eating, crying) | 30 |  |  |  |  | S | CM | K |
| 10.26. Attending while watching or listening to a show or book with caregiver | 30 |  |  |  |  | E | S | S |
| 10.27. Pretending to read | 30 |  |  |  |  | E | CG | K |
| 10.28. Talking about a show or book characters when not visible | 30 |  |  |  |  | S | CM | K |
| 10.29. Naming what show or book he or she would like to watch | 33 |  |  |  |  | S | CM | A |
| 10.30. Understanding “two” (e.g., you can pick two books/shows) | 33 |  |  |  |  | E | CG | K |
| 10.31. Responding to others’ feelings with caring behavior, without adult prompting (e.g.,  pats crying baby, kisses hurt finger) | 33 |  |  |  |  | S | S | S |
| 10.32. Helping tell story by commenting/gesturing about what’s happening | 33 |  |  |  |  | E | CM, CG | K |
| 10.33. Behaving appropriately when watching a show alone (~20 minutes) | 33 |  |  |  |  | E | S | S |
| 10.34. Responding to characters on a show (e.g., character asks audience a question or  directs audience to imitate) | 36 |  |  |  |  | S | CM | K |
| 10.35. Asking ‘wh’ questions (what, when, why) | 36 |  |  |  |  | S | CM | K |
| 10.36. Cooperating when show is changed | 36 |  |  |  |  | S | S | S |
| 10.37. Recognizing own name or a letter from own name when written | 36 |  |  |  |  | E | CG | K |
| 10.38. Anticipating what will happen next in the story by saying it | 36 |  |  |  |  | E | CG | K |
| **Parents:/Caregivers If you had to rate this time of day with 1 being really hard and 5 being very enjoyable, how would you rate this time of day?”**  (hard) 1 --- 2 --- 3 --- 4 --- 5 (enjoyable)  Enter caregiver response: | | | | | | | | |

Additional Comments/Observations

Based on information shared about this time of day/routine, what are some things the parent/caregiver would like to work on, see happen differently?

| Child’s Name       DOB      /     /      Date      /     / | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 11. **Grocery Shopping** - Participates in grocery shopping time by… | Starting age in months | Not yet  1 | Some- times  2 | Often  3 | Beyond this  3 | Funca | Devb | Outc |
| 11.1. Attending to sound of caregiver’s voice | 0 |  |  |  |  | S | S | S |
| 11.2. Looking at caregiver’s mouth and eyes when face to face | 2 |  |  |  |  | E | S | S |
| 11.3. Reaching for items/toys that are given (with an open hand or open hands) | 5 |  |  |  |  | E | M | A |
| 11.4. Responding to *Bye-bye* by looking and might try waving | 7 |  |  |  |  | S | CM | S |
| 11.5. Sitting independently in the cart | 9 |  |  |  |  | I | M | A |
| 11.6. Pointing or reaching for named item (e.g., get apple when shown 2 items) | 9 |  |  |  |  | S | CM | K |
| 11.7. Understanding social rule to sit in the cart and not typical fuss (~ 30 mins) | 12 |  |  |  |  | E | S | S |
| 11.8. Indicating what he or she wants (e.g., pointing, gesturing) | 12 |  |  |  |  | S | CM | A |
| 11.9. Imitating saying a new word (e.g., cake, banana, eggs) | 14 |  |  |  |  | S | CM | K |
| 11.10. Carrying items while walking (e.g., small bag) | 18 |  |  |  |  | E | M | A |
| 11.11. Recognizing and labeling grocery items (3 or more) | 18 |  |  |  |  | E | CM | K |
| 11.12. Understanding yours and mine (e.g., this is your drink and this is mine) | 21 |  |  |  |  | S | CM | K |
| 11.13. Pushing a stroller or pretend shopping cart | 24 |  |  |  |  | I | M | A |
| 11.14. Getting items parents have requested off shelf | 30 |  |  |  |  | S | CM | K |
| 11.15. Showing interest in other children | 30 |  |  |  |  | S | S | S |
| 11.16. Responding appropriately to unknown adults in the grocery store | 33 |  |  |  |  | S | S | S |
| 11.17. Walking around things (small and large) moving and stepping over | 33 |  |  |  |  | I | M | A |
| 11.18. Walking alongside the cart (staying in safe proximity) | 36 |  |  |  |  | I | A | A |
| **Parents:/Caregivers If you had to rate this time of day with 1 being really hard and 5 being very enjoyable, how would you rate this time of day?”**  (hard) 1 --- 2 --- 3 --- 4 --- 5 (enjoyable)  Enter caregiver response: | | | | | | | | |

Additional Comments/Observations

Based on information shared about this time of day/routine, what are some things the parent/caregiver would like to work on, see happen differently?

| Child’s Name       DOB      /     /      Date      /     / | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 12. **Outside Time** - Participates in outside time by… | Starting age in months | Not yet  1 | Some- times  2 | Often  3 | Beyond this  3 | Funca | Devb | Outc |
| 12.1. Looking at object 8-10 inches away | 0 |  |  |  |  | E | CG | K |
| 12.2. Holding object placed in his or her hand | 2 |  |  |  |  | I | M | A |
| 12.3. Holding one and reaching for a second toy or object | 6 |  |  |  |  | I | M | A |
| 12.4. Walking independently at least a few steps | 13 |  |  |  |  | I | M | A |
| 12.5. Running (may look like fast walk) | 16 |  |  |  |  | I | M | A |
| 12.6. Moving ride-on wheeled toys (no pedals) with feet | 20 |  |  |  |  | I | M | A |
| 12.7. Jumping up so that both feet get off the ground | 24 |  |  |  |  | I | M | A |
| 12.8. Using slides getting up the ladder and down the small slide | 24 |  |  |  |  | I | M | A |
| 12.9. Using sandbox toys appropriately (e.g., not throwing or eating sand) sand) | 24 |  |  |  |  | E | CG | K |
| 12.10. Playing purposefully with playground toys (figuring out their best use) | 24 |  |  |  |  | E | CG | K |
| 12.11. Playing outside without fussing (with supervision for ~ 30 minutes) | 24 |  |  |  |  | E | S | S |
| 12.12. Showing interest in the playground (may have favorite toy/activity) | 24 |  |  |  |  | E | CG | K |
| 12.13. Catching a large ball (e.g., beach ball) | 24 |  |  |  |  | I | M | A |
| 12.14. Walking upstairs alone (both feet on each step) using rail if needed | 24 |  |  |  |  | I | M | A |
| 12.15. Walking downstairs alone (both feet on each step) using rail if needed | 26 |  |  |  |  | I | M | A |
| 12.16. Jumping off small step or bottom of slide with both feet together | 27 |  |  |  |  | I | M | A |
| 12.17. Walking forward and backward with balance while playing | 28 |  |  |  |  | I | M | A |
| 12.18. Walking upstairs alone (alternating feet – one foot on each step) | 30 |  |  |  |  | I | M | A |
| 12.21. Understanding descriptions such as hot, cold, dirty, dry, wet (e.g., the ball is dirty, the sand is wet) | 30 |  |  |  |  | S | CM, CG | K |
| 12.19. Moving ride on toy with pedals at least a short distance | 33 |  |  |  |  | I | M | A |
| 12.20. Climbing on jungle gyms with hands and feet | 33 |  |  |  |  | I | M | A |
| 12.22. Engaging with others in a game with turn taking (e.g., jumping over rope, chalk line) (may need caregiver guidance) | 34 |  |  |  |  | S | S | S |
| 12.23. Understanding simple rules (but might still test limits) | 34 |  |  |  |  | E | S | S |
| 12.24. Following caregiver’s directions given from a distance | 36 |  |  |  |  | S | CM | K |
| 12.25. Using the big slides (about 6 ft./2 meters high) | 36 |  |  |  |  | I | M | A |
| 12.26. Swinging on regular swing (may still not pump feet effectively) | 36 |  |  |  |  | I | M | A |
| **Parents:/Caregivers If you had to rate this time of day with 1 being really hard and 5 being very enjoyable, how would you rate this time of day?”**  (hard) 1 --- 2 --- 3 --- 4 --- 5 (enjoyable)  Enter caregiver response: | | | | | | | | |

Additional Comments/Observations

Based on information shared about this time of day/routine, what are some things the parent/caregiver would like to work on, see happen differently?

| Child’s Name       DOB      /     /      Date      /     / | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 13. **Bedtime** - Participates in bedtime by… | Starting age in months | Not yet  1 | Some- times  2 | Often  3 | Beyond this  3 | Funca | Devb | Outc |
| 13.1. Falling asleep in response to caregiver (e.g., nursing, rocking, etc.) | 0 |  |  |  |  | S | S | S |
| 13.2. Sleeping for a 4-hour interval at night | 2 |  |  |  |  | I | A | A |
| 13.3. Sleeping in his or her own crib or bed (able to) | 3 |  |  |  |  | I | A | A |
| 13.4. Sleeping for 6+ hours (may wake and fall back to sleep) | 6 |  |  |  |  | I | A | A |
| 13.5. Comforting self to fall asleep (may use blanket, pacifier to self-regulate) | 6 |  |  |  |  | E | S | S |
| 13.6. Sleeping longer at night (~10 hours) | 12 |  |  |  |  | I | A | A |
| 13.7. Indicating what he or she wants at bedtime routine (e.g., points, gestures) | 12 |  |  |  |  | S | CM | A |
| 13.8. Indicating understanding a word during bedtime routine (e.g., bed) | 12 |  |  |  |  | S | CM | K |
| 13.9. Using a sign or word to indicate he or she wants or does not want to sleep | 18 |  |  |  |  | S | CM | A |
| 13.10. Picking up and carrying larger toy (e.g., stuffed toy, big blanket) | 18 |  |  |  |  | I | M | A |
| 13.11. Going through the steps in the bedtime routine with caregiver assistance (might even remind caregiver if a step is missed) | 24 |  |  |  |  | I | S | S |
| 13.12. Joining in to sing a song or say a rhyme (repeats part of it) | 24 |  |  |  |  | E | CG | K |
| 13.13. Staying in bed throughout the night, once put to bed (if expected to) | 30 |  |  |  |  | I | A | S |
| 13.14. Cooperating with caregivers’ request to go to sleep (most of the time) | 30 |  |  |  |  | S | S | S |
| 13.15. Going to bed fairly quickly (little dawdling) | 33 |  |  |  |  | E | S | S |
| 13.16. Talking about his or her day or what will happen tomorrow | 36 |  |  |  |  | S | CM | K |
| **Parents:/Caregivers If you had to rate this time of day with 1 being really hard and 5 being very enjoyable, how would you rate this time of day?”**  (hard) 1 --- 2 --- 3 --- 4 --- 5 (enjoyable)  Enter caregiver response: | | | | | | | | |

Additional Comments/Observations

Based on information shared about this time of day/routine, what are some things the parent/caregiver would like to work on, see happen differently?

| Child’s Name       DOB      /     /      Date      /     / | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 14. **Transition Time** - Participates in transition times by… | Starting age in months | Not yet  1 | Some- times  2 | Often  3 | Beyond this  3 | Funca | Devb | Outc |
| 14.1. Making at least one transition from one routine/activity to another without getting upset or overly fussy | 0 |  |  |  |  | I | S | S |
| 14.2. Showing awareness of new, strange, different situations by changing behavior (e.g., quiets, looks around more, cries, clings to caregiver) | 6 |  |  |  |  | S | S | S |
| 14.3. Listening to caregiver talking without getting distracted | 10 |  |  |  |  | S | S | S |
| 14.4. Giving toy or object to caregiver upon request | 12 |  |  |  |  | S | CM | K |
| 14.5. Showing an emotional response that fits the situation (e.g., resists unwanted change, obvious pleasure with desired transitions) | 15 |  |  |  |  | S | S | S |
| 14.6. Recognizing funny transitions and laughs (e.g., putting shoes on hands, giving cup upside down, no water in tub) | 15 |  |  |  |  | E | CG, S | K |
| 14.7. Wanting to do things on own and might resist transitions by fussing | 18 |  |  |  |  | I | A | A |
| 14.8. Showing awareness of familiar routines and proceeds when prompted | 24 |  |  |  |  | E | S | S |
| 14.9. Showing shyness or caution in new situations | 24 |  |  |  |  | S | S | S |
| 14.10. Complying, with prompts/support, in spite of clear reluctance to change | 30 |  |  |  |  | S | S | S |
| 14.11. Understanding and obeying some consistent and familiar rules related to moving from one activity/routine to another | 30 |  |  |  |  | S | CM, S | S |
| 14.12. Understanding consequences such as *first we do then then we’ll \_\_\_* (might protest anyway) | 33 |  |  |  |  | S | CM, CG | K |
| 14.13. Stating desires about transitions or changes without a tantrum | 33 |  |  |  |  | S | CM, S | A |
| 14.14. Verbalizing some feelings (e.g., I like grandma’s, I hate going to bed) | 36 |  |  |  |  | S | CM, S | S |
| 14.15. Following more rules and may remind others of rules (e.g., you have to wear smock to paint) | 36 |  |  |  |  | E | S | S |
| **Parents:/Caregivers If you had to rate this time of day with 1 being really hard and 5 being very enjoyable, how would you rate this time of day?”**  (hard) 1 --- 2 --- 3 --- 4 --- 5 (enjoyable)  Enter caregiver response: | | | | | | | | |

Additional Comments/Observations

Based on information shared about this time of day/routine, what are some things the parent/caregiver would like to work on, see happen differently?

**Developing Child and Family Outcomes**

**Based on all the ideas and/or concerns generated (at the end of each routine), have the family make a list of the skills, behaviors, routines and goals the family would like EI’s help to work on?**

**Next, have the family/caregiver to put these goals in priority order beginning with “if you had to choose just one of these things you would like to see different, which would it be?**

**When we compare this child to same age peers:**

**What are this child’s areas of strength? (skills or behaviors child does well, enjoys, is proud of…)**

**What are this child’s areas of need? (skills or behaviors that if the child was able to do, would bring them closer to same age peers)**

**The next step is to take the family’s goals and develop measurable outcomes for the IFSP.**