



## Crosswalk for the Measure of Engagement, Independence, and Social Relationships (MEISR™)

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Name	Measure of Engagement, Independence, and Social Relationships (MEISR™)
Publisher	Brookes Publishing
Website information	<a href="http://www.brookespublishing.com/meisr">www.brookespublishing.com/meisr</a>
Cost	MEISR Set (Manual plus one package of 5 forms) — \$70.00 MEISR Manual — \$40.00 MEISR Forms (package of 5 forms) — \$30.00
Age range	Birth to 3 years
Purpose	To help assess a child’s participation in everyday situations, which in turn might inform intervention priorities  To help professionals ask families relevant questions about child functioning in home routines, such as when conducting a routines-based interview  To monitor child progress at 6-month intervals

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To learn more, visit [www.brookespublishing.com/meisr](http://www.brookespublishing.com/meisr)

Areas included	<p>The MEISR assesses a child's functioning within 14 everyday routines:</p> <ul style="list-style-type: none"> <li>• Waking up</li> <li>• Toileting/Diapering</li> <li>• Meal Times</li> <li>• Dressing Time</li> <li>• Hangout – TV – Books</li> <li>• Play With Others</li> <li>• Nap Time</li> <li>• Outside Time</li> <li>• Play by Him- or Herself</li> <li>• Bath Time</li> <li>• Bedtime</li> <li>• Going Out</li> <li>• Grocery Shopping</li> <li>• Transition Time</li> </ul>
Time to administer	The MEISR can be filled out in approximately 45 minutes
Scored	<p>Items scored as:</p> <ul style="list-style-type: none"> <li>1 – Not yet</li> <li>2 – Sometimes</li> <li>3 – Often or beyond this</li> </ul> <p>Scored items are recorded by routine as well as on the MEISR Scoring Summary sheet</p>
Scores provided for	Augmenting eligibility decisions, making IFSP and intervention decisions, monitoring child progress, and measuring progress towards child outcomes
Age norms	No
Age range given for items	The MEISR includes typical starting ages for all of the routines-based skills included

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How frequently it can be given	Intended for ongoing assessment
Standardized tasks	No
Based on observation in natural settings	Yes
Based on information requested from parents and providers	Yes
Research information	Since 2007, the MEISR has undergone significant field testing and revision based upon ongoing collaboration with early intervention professionals, feedback from families, and analyses of the tool's psychometric and usability properties.
Web-based data entry	No
Electronic scoring	No
Other languages	English
Who administers	Early interventionists, home visitors
Training	Not required.

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# Crosswalk between OSEP Child Outcomes and the MEISR™

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## Outcome 1: Positive social-emotional skills

### Waking Up

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1.02	Showing enjoyment when held, rocked, touched by caregiver	1.03	Looking at caregiver and making eye contact	1.05	Acting happy to see or hear caregiver
1.08	Smiling, kicking, moving arms excitedly when sees caregiver	1.11	Turning towards the sound of caregiver's voice	1.13	Raising arms to be picked up when caregiver reaches for child
1.17	Waking up without crying immediately (calming self)	1.19	Saying mama or dada when sees Mama or Dada	1.21	Playing with toys momentarily until caregiver comes (i.e., coping)
1.22	Responding to caregiver's greeting with a sign or word	1.24	Letting caregiver know how he/she is feeling (e.g., happy), by saying so or a responding to question		

### Toileting/Diapering

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2.01	Quieting when picked up by caregiver	2.02	Cooperating with diaper change without being inconsolably fussy
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### Meal Times

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3.26	Staying seated for meal while he or she is eating with others	3.34	Waiting for food for a few minutes, without fussing	3.45	Cooperating with caregivers' requests, most of the time
3.46	Engaging in conversation using short sentences				

## Dressing Time

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| 4.01 Attending to sound of caregiver's voice                                  | 4.02 Allowing caregiver to dress him or her without getting overly upset or showing strong discomfort for clothing or touch | 4.03 Responding positively to physical contact and holding |
| 4.06 Responding to own name when called (e.g., pausing, alerting, vocalizing) |   |  |

## Hangout—TV—Books

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| 5.01 Responding positively to being held and cuddled                        | 5.02 Responding differently to the voice of a stranger from that of caregiver  | 5.06 Having fun pointing to and pulling on facial features of caregivers  |
| 5.11 Moving about to explore, looking back to caregiver                     | 5.13 Staying with caregiver looking at a book at least a few minutes   | 5.23 Responding to emotions of others, sometimes with prompting (e.g., laughing at another's laugh, approaching crying child) |
| 5.26 Attending while watching or listening to a show or book with caregiver | 5.31 Responding to others' feelings with caring behavior, without adult prompting (e.g., patting crying baby, kissing hurt finger) | 5.33 Behaving appropriately when watching a show alone (~20 minutes)  |
| 5.36 Cooperating when his/her show/game/program is changed                  |  |   |

## Play With Others

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| 6.02 Following caregiver with his or her eyes                                    | 6.03 Getting excited as caregiver approaches/starts playful game (e.g., squealing) | 6.04 Wiggling or vocalizing to continue social play (e.g., bouncing) with caregiver |
| 6.05 Playing with others, without fussing or getting upset                       | 6.07 Playing simple games with caregiver or older child (e.g., peek-a-boo)         | 6.09 Showing interest in children (e.g., looking at, vocalizing, gesturing)         |
| 6.11 Talking or babbling back and forth in a sort of conversation with caregiver | 6.13 Repeating things (e.g., sounds, actions) when laughed at by others            | 6.15 Playing a back and forth game (e.g., pushing ball, moving to get toy back)     |

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|------|--|------|--|------|---|
| 6.17 | Playing apart from familiar caregiver (5 minutes or longer)  | 6.19 | Playing back-and-forth (early turn taking) game with another child (with caregiver assistance) | 6.20 | Playing side by side with other children, interacting with gestures                                 |
| 6.21 | Cleaning up toys, as part of routine, when asked (e.g., putting toy in box)  | 6.22 | Indicating ownership over toys or items with peers (e.g., might grab toy)                      | 6.25 | Showing interest in playing with other children (e.g., going to where they are)                     |
| 6.26 | Playing simple make-believe with another (e.g., shopping, putting things in toy grocery cart, going to peer/adult to get more) | 6.27 | Protecting own territory/toys/objects by saying “mine”   | 6.28 | Sustaining (~15 minutes) play with children, might need caregiver to help with disputes             |
| 6.29 | Being bossy with other children (e.g., has ideas, might try to be in charge)   | 6.30 | Separating from parent without acting anxious, in familiar settings                            | 6.31 | Playing with others but might have preferred play partners  |
| 6.32 | Initiating play with other children and talking to others with words   | 6.33 | Playing group games with adult help (e.g., Ring Around the Rosie)                              | 6.34 | Seeking caregiver help with conflicts (e.g., going to caregiver when peer grabs his or her toy)     |
| 6.35 | Playing without messing up others’ creations (e.g., blocks, painting)  | 6.36 | Asking another child for a turn with a toy   | 6.37 | Using loud (including rough and tumble) and quiet play at appropriate times/in appropriate contexts |
| 6.38 | Staying quiet when playing hide-and-seek with others   |      |  |      |   |

### Nap Time

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|------|--|------|---|------|---|
| 7.01 | Falling asleep in response to caregiver's actions (e.g., nursing, rocking) | 7.04 | Waking up, perhaps by rolling over (back to side), without crying immediately | 7.07 | Using objects (e.g., blanket, stuffed toy) to self-soothe/regulate emotions |
| 7.09 | Giving hugs or kisses as part of sleep/nap routine                         | 7.12 | Resting/playing quietly by self for a while (20+ minutes)                     |      |   |

## Outside Time

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8.11	Playing outside without fussing (with supervision for ~30 minutes)	8.22	Engaging with others in a game with turn taking (e.g., jumping over rope, chalk line; might need caregiver guidance)	8.23	Understanding simple rules (but might still test limits)
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## Play by Him- or Herself

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9.18	Using nonwords to express emotion (e.g., <i>uh-oh, oops, ah</i> )	9.22	Sustaining play by self for a few minutes without caregiver in clear sight	9.31	Showing pride in accomplishments (e.g., clapping, saying "I did it," or otherwise drawing attention to task he or she did)
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## Bath Time

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10.01	Engaging with caregiver without fussing or getting upset	10.03	Smiling at and playing with own image in mirror	10.04	Making eye contact, babbling (baba, dada), or otherwise interacting with caregiver
10.08	Showing toy to caregiver but not necessarily releasing it	10.18	Cooperating (no fussing) with hair washing	10.21	Putting away bath toys, as part of bath routine, on request with prompting
10.23	Cooperating with caregiver for hair brushing	10.27	Showing pride in accomplishments for things done independently		

## Bedtime

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11.01	Falling asleep in response to caregiver (e.g., nursing, rocking)	11.05	Comforting self to fall asleep (might use blanket, pacifier to self-regulate)	11.11	Going through the steps in the bedtime routine with caregiver assistance (might even remind caregiver if a step is missed)
11.13	Staying in bed throughout the night once put to bed (if expected to)	11.14	Cooperating with caregivers' request to go to sleep	11.15	Going to bed fairly quickly (little dawdling)

## Going Out

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12.01	Calming when picked up	12.02	Settling and being relaxed when held or nestled in carrier	12.04	Smiling purposefully in response to caregiver
12.08	Comforting self with pacifier, thumb, or object	12.10	Responding differently to familiar caregiver versus strangers	12.11	Waving or gesturing in response to <i>bye-bye</i>

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| 12.14 Letting others help (a little stranger anxiety) but still liking constant sight of caregiver | 12.16 Pointing to show or drawing caregivers attention to something  | 12.17 Pointing to something in the distance (e.g., outside) to show caregiver |
| 12.22 Showing affection toward others (e.g., hugging, patting, using affectionate words)           | 12.24 Holding caregiver hand, knowing the social rule to do that   | 12.25 Saying “mine” to show ownership of his or her things with others        |
| 12.29 Staying with a caregiver when walking (may need frequent reminders)                          | 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> ) | 12.34 Telling others about things not present (e.g., <i>Mommy goed work</i> ) |
| 12.35 Waiting during errands (e.g., at cash register)  |  |   |

### Grocery Shopping

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| 13.01 Attending to sound of caregiver’s voice  | 13.02 Looking at caregiver’s mouth and eyes when face to face | 13.04 Responding to <i>bye-bye</i> by looking and might try waving    |
| 13.07 Understanding rule to sit in the cart and only occasionally fussing (up to 30 minutes) | 13.15 Showing interest in other children                      | 13.16 Responding appropriately to unknown adults in the grocery store |

### Transition Time

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| 14.03 Listening or attending to caregiver talking without getting distracted | 14.05 Showing an emotional response that fits the situation (e.g., resisting unwanted change, obvious pleasure with desired transitions) | 14.08 Showing awareness of familiar routines and proceeding when prompted                                |
| 14.09 Showing shyness or caution in new situations                           | 14.10 Complying, with prompts/support, in spite of clear reluctance to change  | 14.11 Obeying some consistent and familiar rules related to moving from one activity/ routine to another |



14.14 Talking about some feelings about transitions (e.g., *I like Grandma's, I hate going to bed*)

14.15 Following a number of rules and might remind others of rules (e.g., *you have to wear smock to paint*)

# Crosswalk between OSEP Child Outcomes and the MEISR™

## Outcome 2: Acquisition and use of knowledge and skills

### Waking Up

1.01 Making vocal sounds	1.06 Showing interest in crib toys (e.g., watching mobile)	1.09 Reaching out for or batting at toys, repeating action with enjoyment
1.10 Playing with hands and feet, touching and watching movements	1.25 Following directions involving descriptions (e.g., get the <i>big</i> pillow; be <i>quiet</i> , Sissy is still sleeping)	

### Toileting/Diapering

2.03 Paying attention to surroundings, including caregiver's face	2.04 Vocalizing frequently with apparent intent (short, loud, different pitches)	2.06 Following routine directions with a prompt with items in sight (e.g., <i>put diaper in bin</i> )
2.07 Using a sign or word about toilet/diapering (e.g., to comment or respond)	2.11 Using two-word phrases to express self (e.g., <i>me potty, go potty, me poop</i> )	2.15 Responding to questions about bowel movement/urination (poop and pee—knows the difference)
2.18 Talking about the toilet	2.20 Doing several steps in toilet routine without being prompted (e.g., goes to potty, pulls pants down, sits on potty)	

### Meal Times

3.15 Following simple requests (e.g., eat more, drink your water)	3.16 Following pointing by looking to person and object	3.19 Using pointing to communicate (e.g., as if to say "look" or "I want")
3.20 Saying "no" with meaning	3.37 Following a 2-part command (e.g., <i>give me the plate and put cup in sink</i> )	3.38 Using words (pronouns) 'I,' 'me' to refer to self (e.g., <i>I did it</i> )

## Dressing Time

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4.04	Inspecting his or her hands	4.05	Communicating with vocal sounds	4.07	Babbling with adult-like inflection (e.g., baba, mama or different syllables together, mado, bada)
4.09	Pointing correctly to one body part on self when asked	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)	4.12	Recognizing self in mirror (e.g., pointing at self)
4.16	Using gestures or words to identify two or more body parts	4.17	Using some signs or words to comment or respond	4.18	Following directions to fetch something (e.g., <i>go get your shoes</i> )
4.20	Identifying five or more body parts (e.g., pointing at oneself, others, or doll)	4.21	Following two-step directions (e.g., <i>first shoes on, then outside</i> )	4.27	Following multi-step (three or more steps) directions (e.g., <i>go to the door, get your boots, and bring them to Daddy</i> )

## Hangout—TV—Books

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5.03	Looking at an object and watching it move in different directions (up, down, left, right)	5.09	Playing with books (e.g., looking at, touching, mouthing)	5.10	Attending to objects mentioned during conversation (e.g., looking at dog when mentioned, looking at ball)
5.12	Showing interest looking at pictures in a book	5.15	Exploring drawers and cabinets	5.16	Turning pages in books (might be several at a time)
5.17	Figuring out how to activate/get a toy (e.g., turning toy on, climbing to get toy)	5.18	Showing clear preference for picture/book/show	5.19	Recognizing him- or herself in a picture by pointing or looking
5.20	Naming a character when seen in a book/show	5.21	Pointing to and naming pictures in a book/show (three or more pictures)	5.22	Talking about books/shows when they are being read/watched
5.24	Using a word like "big" or "little" to describe things	5.25	Understanding and naming actions of things in books/shows (e.g., running, eating, crying)	5.27	Pretending to read

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| 5.28 Talking about book/show characters when not visible   | 5.30 Understanding “two” (e.g., <i>you can pick two books/shows</i> ) | 5.32 Helping tell story by commenting/ gesturing about what’s happening |
| 5.34 Responding to characters on a show (e.g., when character asks audience a question or directs audience to imitate) | 5.35 Asking "wh" questions (what, when, why)                          | 5.37 Recognizing own name or a letter from own name when written        |
| 5.38 Saying what will happen next in the story   |   |   |

### Play With Others

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| 6.01 Reacting to sounds (e.g., startling)  | 6.08 Imitating others (e.g., patting, banging)  | 6.10 Indicating he or she understands what “no” means  |
| 6.14 Indicating understanding of simple request with clear gestures (e.g., <i>come here, give me</i> ) | 6.16 Imitating actions using toys/objects (e.g., banging a drum, stirring with a spoon) | 6.18 Playing with a variety of toys in their intended manner (e.g., scribbling on paper, stacking rings on ring stacker toy) |
| 6.23 Singing some words in familiar songs (e.g., "Happy Birthday," Twinkle Twinkle)                    |   |  |

### Nap Time

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| 7.06 Playing with toys, beyond mouthing or banging | 7.11 Understanding directions, such as “finish this (be specific), then it’s nap time” |
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### Outside Time

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| 8.01 Looking at object 8–10 inches away                                    | 8.09 Using sandbox toys appropriately (e.g., not throwing or eating sand)  | 8.10 Playing purposefully with playground toys (figuring out their best use) |
| 8.12 Showing interest in the playground (might have favorite toy/activity) | 8.19 Understanding descriptions such as hot, dirty, wet (e.g., <i>the ball is dirty, the sand is cold, wet</i> ) | 8.24 Following caregiver’s directions given from a distance                  |

## Play by Him- or Herself

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9.02	Repeating actions with toys (e.g., banging at toys, kicking legs to move toy)	9.03	Exploring objects with hands and mouth	9.04	Grasping own foot and taking it to mouth to explore
9.06	Seeking partly hidden items, such as pacifier or bottle or favored toy	9.09	Making toys work by self (e.g., pushing to reactivate action)	9.10	Dropping or throwing objects while exploring objects
9.14	Putting toys in and out of containers (e.g., dumping and filling)	9.15	Watching where toy moves out of sight and goes to get it (e.g., ball, car)	9.17	Playing with toys, showing awareness of toy functions (e.g., banging on drum, drinking from cup)
9.19	Patting at pictures in books, turning one or more pages at a time	9.23	Constructing things during play (e.g., build or stacks blocks)	9.24	Indicating understanding of where toys or other things belong (e.g., goes to shelf to find specific toy, puts toy away)
9.29	Matching two or more identical shapes or colors (e.g., putting round blocks together, picking out same-colored cars)	9.30	Pretending with elaborate make-believe (e.g., dress up, pretending to be mommy, a firefighter, or teacher)	9.32	Persisting when something is difficult, trying different ways
9.34	Scribbling, making lines or zig zags (i.e., more than just marks on paper)				

## Bath Time

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10.05	Splashing in the water	10.07	Holding washcloth and imitating caregiver's washing actions	10.09	Retrieving toys that have fallen into the water
10.10	Responding with gestures when asked "want up," "all done"	10.13	Indicating understanding of a familiar word about bath (e.g., <i>up</i> , <i>splash</i> )	10.14	Playing with objects in the tub using caregiver to help repeat enjoyable action (e.g., giving caregiver toy to pour, blow bubbles)
10.15	Understanding directions and names of things (e.g., <i>wash feet</i> , <i>get cup</i> )	10.19	Identifying him- or herself in mirrors (e.g., saying name or nickname)	10.24	Talking during bath time with caregiver understanding half or more of the words he or she says

## Bedtime

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11.08	Indicating understanding a word during bedtime routine (e.g., bed)	11.12	Joining in to sing a song or say a rhyme (repeating part of it)	11.16	Talking about his or her day or what will happen tomorrow
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## Going Out

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12.05	Making cooing sounds	12.06	Looking at or watching caregiver move	12.07	Turning head towards a voice (i.e., searching environment for speaker)
12.13	Showing understanding of simple questions (e.g., child looks at Mama when asked "Where's Mama?")	12.20	Imitating sounds heard (e.g., animals, vehicles) with or without prompt	12.21	Imitating two-word phrase related to going out (e.g., <i>go park, ride car</i> )
12.27	Responding to simple questions (e.g., <i>What's that?</i> ) With words	12.28	Taking just one of something when told he or she can have only one	12.31	Saying first and last name when asked
12.32	Naming familiar people or animals (e.g., <i>Papa</i> for grandpa, <i>kitty</i> for cat or familiar cat's name)				

## Grocery Shopping

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13.06	Pointing or reaching for named item (e.g., "get apple" when shown two items)	13.09	Imitating saying a new word (e.g., <i>cake, banana, eggs</i> )	13.11	Recognizing and labeling grocery items (three or more)
13.12	Understanding yours and mine (e.g., <i>this is your drink and this is mine</i> )	13.14	Getting items parents have requested off shelf		

## Transition Time

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14.04	Giving toy or object to caregiver upon request	14.06	Recognizing funny transitions and laughs (e.g., putting shoes on hands, giving cup upside down, no water in tub)	14.12	Cooperating with if-then rules, such as <i>first we do ___ then we'll ___</i> (might protest anyway)
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# Crosswalk between OSEP Child Outcomes and the MEISR™

## Outcome 3: Appropriate behaviors to meet needs

### Waking Up

1.04 Easily turning head to both sides	1.07 Turning over from side to tummy or side to back	1.12 Maintaining sitting at least briefly
1.14 Sitting when placed in sitting	1.15 Moving up and down by bending knees when supported in standing	1.16 Calling out for caregivers (e.g., shouting, vocalizing)
1.18 Standing and cruising around crib	1.20 Standing for several seconds without support	1.23 Leaving room to find caregiver

### Toileting/Diapering

2.05 Indicating when he or she needs to be changed by vocalizing	2.08 Washing hands, completing the steps with prompting (might need help reaching things and rinsing off soap)	2.09 Using the toilet (or potty chair) with assistance
2.10 Lowering pants (may need help with fasteners or getting over diaper)	2.12 Staying dry for 3 hours	2.13 Indicating a need to go the bathroom and actually going, most of the time
2.14 Indicating need to go in enough time to get to the bathroom, usually	2.16 Lasting the whole night without wetting	2.17 Attempting to wipe self
2.19 Managing toileting mostly by self, may need reminders and help with wiping		

## Meal Times

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3.01	Opening mouth when caregiver gives bottle or breast for nursing	3.02	Sucking strongly enough when nursing or bottle feeding	3.03	Drinking appropriate amount from bottle or when nursing
3.04	Swallowing following a few sucks	3.05	Feeding on a fairly consistent schedule (e.g., every 3–4 hours)	3.06	Sitting in a high chair upright without slumping over
3.08	Holding own bottle (if bottle fed)	3.09	Beginning to eat solid food (e.g., teething cracker)	3.10	Raking foods with fingers to pick up and eat
3.11	Eating with little or no drooling (except for teething)	3.12	Feeding self with fingers (half or more of meal)	3.13	Chewing food (e.g., cracker, cookie)
3.14	Using thumb and forefinger to pick up small pieces of food (like pinching)	3.17	Drinking from a cup with a lid by him- or herself (e.g., trainer cup)	3.18	Bringing spoon to mouth, eating some of the food from it
3.21	Using a spoon to eat sticky foods (e.g., mashed potatoes) (might include some spilling)	3.22	Indicating when hungry or thirsty with a sign or word	3.23	Pointing or vocalizing clearly to indicate food preference
3.24	Using a spoon independently for most of the meal	3.25	Drinking appropriate amount from open cup at one time (with each sip)	3.27	Using signs or words to ask for at least one specific food or drink
3.28	Communicating "more" with signs or words	3.29	Communicating "finished" with signs or words	3.30	Putting an appropriate amount of food in mouth at a time
3.31	Climbing forward on to adult-sized chair or backing into a child-sized chair	3.32	Eating a variety of foods	3.33	Removing easy wrappers or peels before eating (e.g., sliced orange peel)
3.35	Handling fragile items carefully (e.g., drinking glass)	3.36	Using words to ask for help (e.g., when opening drink box)	3.39	Biting off pieces of hard foods (e.g., apple slices, carrot stick)
3.40	Using a napkin to clean mouth and hands	3.41	Spreading with a knife with supervision and help	3.42	Using a fork to stab food and eat it



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| 3.43 | Serving him- or herself (e.g., sandwich from plate, scooping from bowl) | 3.44 | Making choices about food (e.g., saying what's wanted, choosing desired food from menu pictures) | 3.47 | Having the fork control to stab, dip in sauce, and get to mouth |
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### Dressing Time

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|------|--|------|---|------|---|
| 4.08 | Assisting by extending an arm or leg for a sleeve or pants leg                       | 4.10 | Removing an article of clothing by him- or herself (e.g., socks, hat) | 4.13 | Indicating what he or she wants to wear (gesturing/verbalizing when given choice)                 |
| 4.14 | Undoing fasteners (e.g., unzipping large zipper, snaps)                              | 4.15 | Helping undress self (e.g., removing shoes)                           | 4.19 | Persisting with trying to put on/take off s some clothes (might still need help to complete task) |
| 4.22 | Dressing him- or herself with assistance (i.e., helping)                             | 4.23 | Putting shoes on (maybe on wrong feet and not tied)                   | 4.24 | Putting on coat with assistance   |
| 4.25 | Describing clothing preference (e.g., <i>want dinosaur jammies, princess skirt</i> ) | 4.26 | Dressing and undressing, with help for buttons and laces              | 4.28 | Putting on socks  |
| 4.29 | Fastening zippers, snaps, big buttons  |      |   |      |   |

### Hangout—TV—Books

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|------|---|------|---|------|--|
| 5.04 | Pushing up on hands when lying on tummy | 5.05 | Reaching forward to get toys when supported in sitting            | 5.07 | Rolling back to tummy and tummy to back both directions  |
| 5.08 | Pulling up to stand on furniture        | 5.14 | Vocalizing to get caregiver attention to start or change activity | 5.29 | Naming what book/show he or she would like to read/watch |

### Play With Others

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|------|-----------------------|------|--|------|--|
| 6.06 | Rolling back to tummy | 6.12 | Attempting to climb on things (e.g., onto furniture, in boxes) | 6.24 | Maintaining motor control over his or her body in relationship to others (e.g., walks well, moves around others) |
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## Nap Time

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7.02	Taking frequent naps (30 minutes to 4 hours at a time)	7.03	Staying awake periods during the day (e.g., 2–3 hours)	7.05	Napping at predictable times (establishing nap schedule)
7.08	Giving up one nap	7.10	Taking one nap a day, which is typically enough	7.13	Getting through the day without a nap
7.14	Sleeping through the night and not taking a day time nap				

## Outside Time

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8.02	Holding object placed in his or her hand	8.03	Holding one and reaching for a second toy or object	8.04	Walking independently at least a few steps
8.05	Running (might look like fast walk)	8.07	Jumping up so that both feet are off the ground	8.08	Going up the ladder and down small slide
8.13	Catching a large ball (e.g., beach ball)	8.14	Walking upstairs alone (both feet on each step), using rail if needed	8.15	Walking downstairs alone (both feet on each step), using rail if needed
8.16	Jumping off small step or bottom of slide with both feet together	8.17	Walking forward and backward with balance while playing	8.18	Walking upstairs alone (alternating feet— one foot on each step)
8.20	Riding on toy with pedals at least a short distance	8.21	Climbing on jungle gyms with hands and feet	8.25	Using big slides (about 6 feet/2 meters high)
8.26	Swinging on regular swing (might still not pump feet effectively)				

## Play by Him- or Herself

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9.01	Lying on back turning head (might prefer one side but can do both)	9.05	Lying on tummy and reaching for toys with one hand	9.07	Working to get out-of-reach toy by pivoting, rolling, stretching
9.08	Sitting independently (not propped with hands)	9.11	Moving from sitting to hands and knees to crawl on hands and knees	9.12	Crawling on hands and knees to get toys or objects of interest

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|---|---|---|
| 9.13 Picking up small objects effectively, with tip of index finger and thumb | 9.16 Using both hands equally well in play to explore | 9.20 Picking up toys/objects from floor while standing                              |
| 9.21 Selecting favorite toy or object and going to get it by him- or herself  | 9.25 Holding crayon with three fingers to color       | 9.33 Maintaining safety while playing independently (e.g., doesn't play with stove) |
| 9.35 Playing within safe boundaries (e.g., driveway versus street)            |   |   |

### Bath Time

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|--|--|---|
| 10.02 Sitting up propped with arms at least briefly and with head upright          | 10.06 Reaching for and grasping toy, if sitting securely with support      | 10.11 Holding out arm to be washed  |
| 10.12 Walking with one or both hands held  | 10.16 Letting caregiver brush his or her teeth (may hold or chew on brush) | 10.17 Standing on one foot, with help (e.g., for drying, putting on pajama bottoms) |
| 10.20 Indicating if the water temperature is uncomfortable (words or gestures)     | 10.22 Washing body parts independently (e.g., feet, hands, legs)           | 10.25 Brushing teeth with some help   |
| 10.26 Using towel to dry, making drying actions, but still needing help to get dry | 10.29 Drying off independently (might need caregiver's final touch)        | 10.30 Making some choices about toothpaste flavor, hair accessories, and so on      |

### Bedtime

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|---|--|---|
| 11.02 Sleeping for a 4-hour interval at night                             | 11.03 Sleeping in his or her own crib or bed (i.e., able to do so)           | 11.04 Sleeping for 6+ hours (might awaken and fall back to sleep)                   |
| 11.06 Sleeping for 8–12 hours at night                                    | 11.07 Indicating what he or she wants at bedtime (e.g., pointing, gesturing) | 11.09 Using a sign or word to indicate he or she wants to or does not want to sleep |
| 11.10 Picking up and carrying larger toy (e.g., stuffed toy, big blanket) |  |   |

## Going Out

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12.03	Crying to indicate discomfort	12.09	Lifting head when pulled to sitting (e.g., to be placed in stroller)	12.12	Walking with or without help when given the opportunity
12.15	Moving from sitting to standing independently, may use support to pull up	12.18	Using a sign or word to say what he or she wants (e.g., cup, bunny)	12.19	Finding a way to occupy self for a few minutes while the caregiver is busy
12.23	Sitting in car seat, leaving the seatbelt fastened for safety	12.26	Climbing into the car or car seat independently	12.33	Experimenting with balance, taking a few steps on curb edge (if safe to do so)

## Grocery Shopping

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13.03	Reaching for items/toys that are given (with an open hand or open hands)	13.05	Sitting independently in the cart	13.08	Indicating what he or she wants (e.g., pointing, gesturing)
13.10	Carrying items while walking (e.g., small bag)	13.13	Pushing a stroller or pretend shopping cart	13.17	Walking around things (small and large), moving, and stepping over
13.18	Walking alongside the cart (staying in safe proximity)				

## Transition Time

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14.07	Trying to do things on own and possibly resisting transitions by fussing	14.13	Stating desires about transitions or changes without a tantrum
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