



Measure of Engagement, Independence, and Social Relationships

Assess infant and toddler levels of engagement, independence, and social relationships within the context of common family routines

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What is the MEISR™?



The **MEISR™** is
an easy-to-use,
parent-completed
tool for developing a
snapshot of the
functional behaviors
of children up to
3 years in age.

Developers



R. A. McWilliam, Ph.D.

- Originator of the Routines-Based Model
- Professor of special education at The University of Alabama, where he founded and directs the Evidence-based International Early Intervention Office (EIEIO)
- Founder and leader of the RAM Group, an international community of practice fostering the Routines-Based Model



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- Part C/Comprehensive System of Personnel Development (CSPD) Coordinator for the Department of Defense Army Educational and Developmental Intervention Services (EDIS) Early Intervention Programs
- Independent consultant focusing on early intervention and preschool processes and best practices

Purposes for the MEISR

1

To **help families**, as members of intervention teams, **assess a child's participation** in everyday situations, which in turn might inform intervention priorities



Purposes for the MEISR

2

To **help professionals ask families relevant questions** about child functioning in home routines, such as when conducting a **routines-based interview**



Purposes for the MEISR

3

To **monitor a child's progress**
at 6-month intervals





MEISR components



The **MEISR™ Set**
includes the
MEISR Manual
and one pack of
MEISR Forms
(5 per package).

[Order the Forms](#)

[Order the Manual](#)

[Order the Set](#)



How it works

How it works – #1

1

The MEISR examines a child's functioning within **14 everyday routines**. Each routine has 14–47 items, totaling 386 individual items.



Routines assessed



Waking Up



Toileting/Diapering



Meal Times



Dressing Time



Hangout – TV – Books



Play With Others



Nap Time



Outside Time



Play by Him- or Herself



Bath Time



Bedtime



Going Out



Grocery Shopping



Transition Time

Crosswalked items

MEISR items are helpfully crosswalked with...

- 1 the **functional outcomes** of engagement, independence, and social relationships
- 2 the five **developmental domains** required on IFSPs
- 3 the three **federal child outcomes**

Crosswalked items

1. Waking Up Participates in <u>waking up</u> time by . . .	Typical starting age in months	Not yet	Sometimes	Often or Beyond this	Func ^a	Dev ^b	Out ^c
1.01 Making vocal sounds	0	1	2	3	S	CM	K
1.02 Showing enjoyment when held, rocked, touched by caregiver	0	1	2	3	S	S	S
1.03 Looking at caregiver and making eye contact	0	1	2	3	S	S	S
1.04 Easily turning head to both sides	1	1	2	3	I	M	A
1.05 Acting happy to see or hear caregiver	1	1	2	3	S	S	S
1.06 Showing interest in crib toys (e.g., watching mobile)	2	1	2	3	E	CG	K
1.07 Turning over from side to tummy or side to back	2	1	2	3	I	M	A
1.08 Smiling, kicking, moving arms excitedly when sees caregiver	2	1	2	3	S	S, M	S
1.09 Reaching out for or batting at toys, repeating action with enjoyment	3	1	2	3	E	CG, M	K
1.10 Playing with hands and feet, touching and watching movements	3	1	2	3	E	CG	K
1.11 Turning toward the sound of caregiver's voice	3	1	2	3	S	S	S
1.12 Maintaining sitting at least briefly	5	1	2	3	I	M	A
1.13 Raising arms to be picked up when caregiver reaches for child	5	1	2	3	S	CM, S	S

KEY:

Func^a Functional Domains: **E** = engagement, **I** = independence, **S** = social relationships

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

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

How it works – #2

2

With the guidance of an early intervention professional, **parents or caregivers complete the MEISR** in just 45 minutes.



Completing the MEISR

Items in each routine are marked with a score of 1, 2, or 3.

- 1 the child does **not yet** do this
- 2 the child does this **sometimes**
- 3 the child does this **often or has progressed beyond** this

Sample MEISR scoring

1. Waking Up Participates in <u>waking up</u> time by . . .	Typical starting age in months	Not yet	Sometimes	Often or Beyond this	Func ^a	Dev ^b	Out ^c
1.01 Making vocal sounds	0	1	2	3	S	CM	K
1.02 Showing enjoyment when held, rocked, touched by caregiver	0	1	2	3	S	S	S
1.03 Looking at caregiver and making eye contact	0	1	2	3	S	S	S
1.04 Easily turning head to both sides	1	1	2	3	I	M	A
1.05 Acting happy to see or hear caregiver	1	1	2	3	S	S	S
1.06 Showing interest in crib toys (e.g., watching mobile)	2	1	2	3	E	CG	K
1.07 Turning over from side to tummy or side to back	2	1	2	3	I	M	A
1.08 Smiling, kicking, moving arms excitedly when sees caregiver	2	1	2	3	S	S, M	S
1.09 Reaching out for or batting at toys, repeating action with enjoyment	3	1	2	3	E	CG, M	K
1.10 Playing with hands and feet, touching and watching movements	3	1	2	3	E	CG	K
1.11 Turning toward the sound of caregiver's voice	3	1	2	3	S	S	S
1.12 Maintaining sitting at least briefly	5	1	2	3	I	M	A
1.13 Raising arms to be picked up when caregiver reaches for child	5	1	2	3	S	CM, S	S

How it works – #3

3

Basic scoring can be done by the caregiver or the caregiver and the professional together.



Sample MEISR scoring

Scores are calculated at the end of each routine.

A. Total items scored 3 (Often or Beyond this): <u>21</u>	
B1. Total items scored for child's age: <u>23</u>	C1. Total items scored for full routine: <u>25</u>
B2. Percentage of items mastered by age ($A / B1 * 100$): <u>91</u> %	C2. Percentage of items mastered by routine ($A / C1 * 100$): <u>84</u> % <small>*Add scores to the MEISR Scoring Summary page*</small>

Sample MEISR scoring

Then, transferred to the MEISR Scoring Summary sheet.

MEISR Scoring Summary					
MEISR Routines (number of items in routine)	A. Total Number of 3s	B1. Total Number of Items Scored for Child's Age	B2. Percentage of Items Mastered by Child's Age (A/B1 * 100 = %)	C1. Total Number of Items Scored for Routine	C2. Percentage of Items Mastered by Routine (A/C1 * 100 = %)
01. Waking Up (25)	21	23	91 %	25	84 %



Using MEISR results

Using MEISR results

With the results of the MEISR, you can...

- **Start important conversations** with families about their child's participation in everyday activities
- **Support child engagement**—an important prerequisite to learning
- **Empower families** to enhance natural learning opportunities
- Help families **choose functional skills** to address within the IFSP
- Help your team **determine Child Outcome Summary (COS) ratings**
- **Develop individualized intervention priorities**

Using the MEISR during the IFSP process

How to Use the MEISR™ During the IFSP Process

The MEISR has value at many steps in early intervention. Information from the MEISR can be used to assist with answering process-related questions and can provide informational support to families. Use the table below to see how the MEISR can be useful at different points during the individualized family service plan (IFSP) process.

Process	Questions the MEISR can help answer	How the MEISR can help inform families	What the MEISR does not do
Intake/Screening	What are some of the child's routines-based skills?	Provides information about child development and routines-based learning.	The MEISR is not a screening tool, and it is not recommended that it be completed in its entirety at intake/screening.
Evaluation for Eligibility	What are the child's routines-based skills within the 5 developmental domains?	Provides information about child development and routines-based learning.	The MEISR does not yield age-equivalency or standard scores that might be needed for eligibility determination.
Routines-Based Interview (RBI)	What are the child's functional skills within common family routines?	Prepares the family for the type of information that will be gathered during the RBI.	It is not a protocol for the RBI.
IFSP Development	What are the child's routines-based strengths and needs?	Helps family identify priorities for intervention.	Identify family-level outcomes.
Ongoing Intervention	What is the child doing/not doing?	Helps inform family of functional skills.	Not intended as a strict curriculum.
Progress Monitoring	How is the child progressing in terms of routines-based skills?	Helps family see the child's routines-based progress.	Inform progress in routines not included in the MEISR (e.g., classroom routines).
Program Accountability (Child Outcomes Summary [COS] Rating)	What is the mix of functional skills a child demonstrates by each of the 3 child outcomes?	Helps family see the child's skills in relation to the 3 outcomes.	Generate a COS rating.

BROOKES

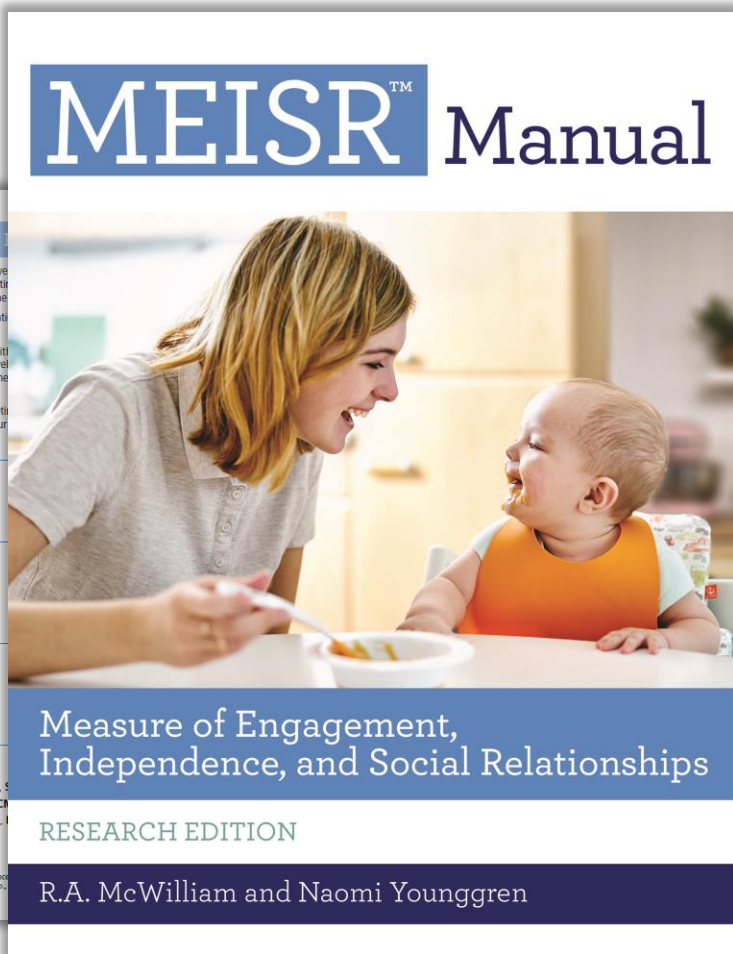
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For more information about how to use the MEISR during the IFSP process, view this tip sheet at <http://bit.ly/meisr-ifsp>.



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