

Child Functioning in Routines as Information for Child Outcomes Reporting

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Measuring and Improving Child and Family Outcomes

October 27, 2012

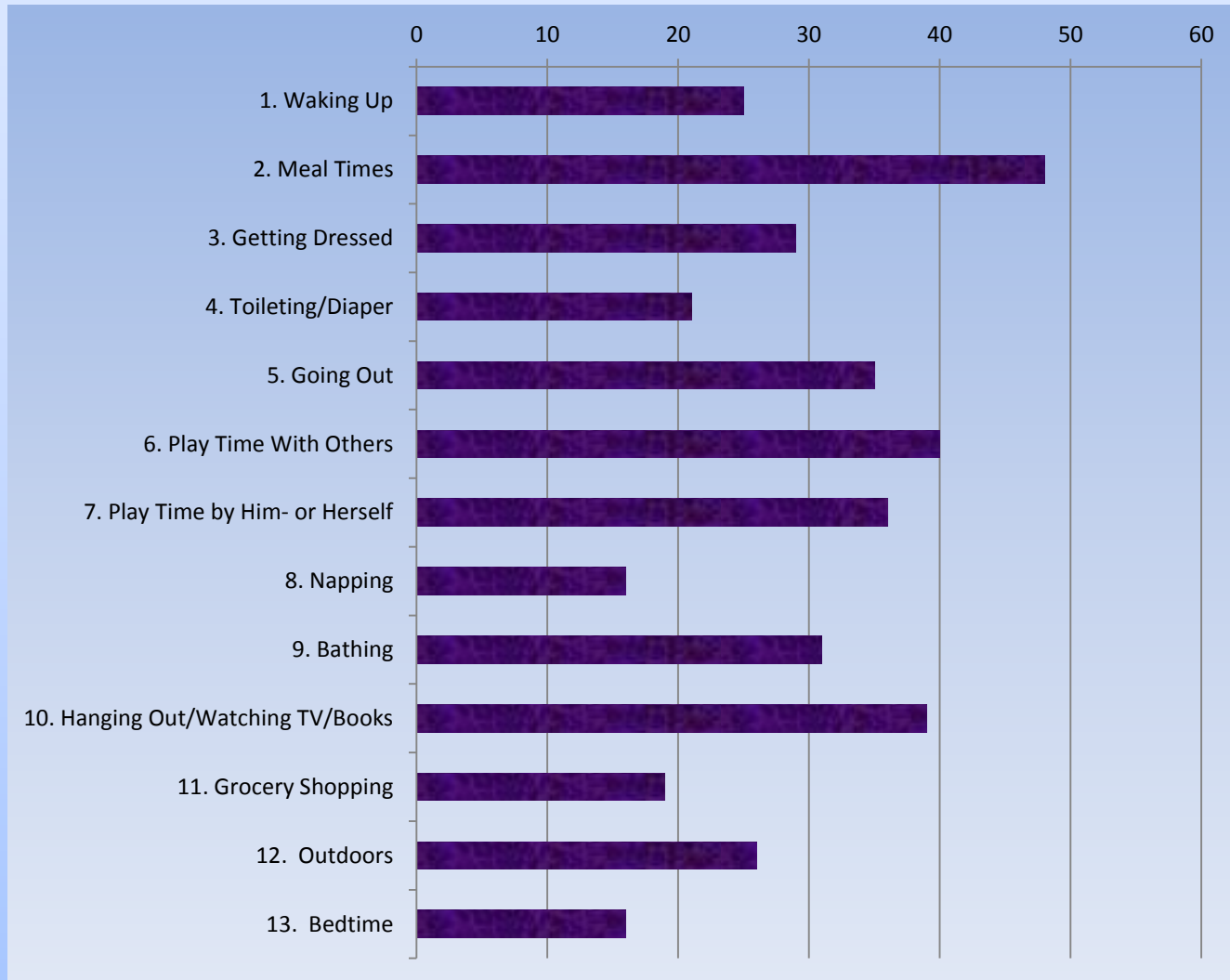
Minneapolis, MN

Measure of Engagement, Independence, and Social Relationships

- Designed to help families assess their children's functioning in different routines
- They can use this information to
 - Determine the goodness of fit between demands of routines and interests/abilities of the child
 - Decide on individualized outcomes/goals
 - Monitor progress
- The “team” can use this information to contribute to child outcomes documentation

No. Items for Each Routine

($V = 381$)



MEISR

- Currently have about 360 children with at least 1 MEISR (Time 1) completed.

Predictors of Change in MEISR Scores From Time 1 to Time 2 ($N = 141$)

Results of Standard Regression Analysis ($n = 141$)

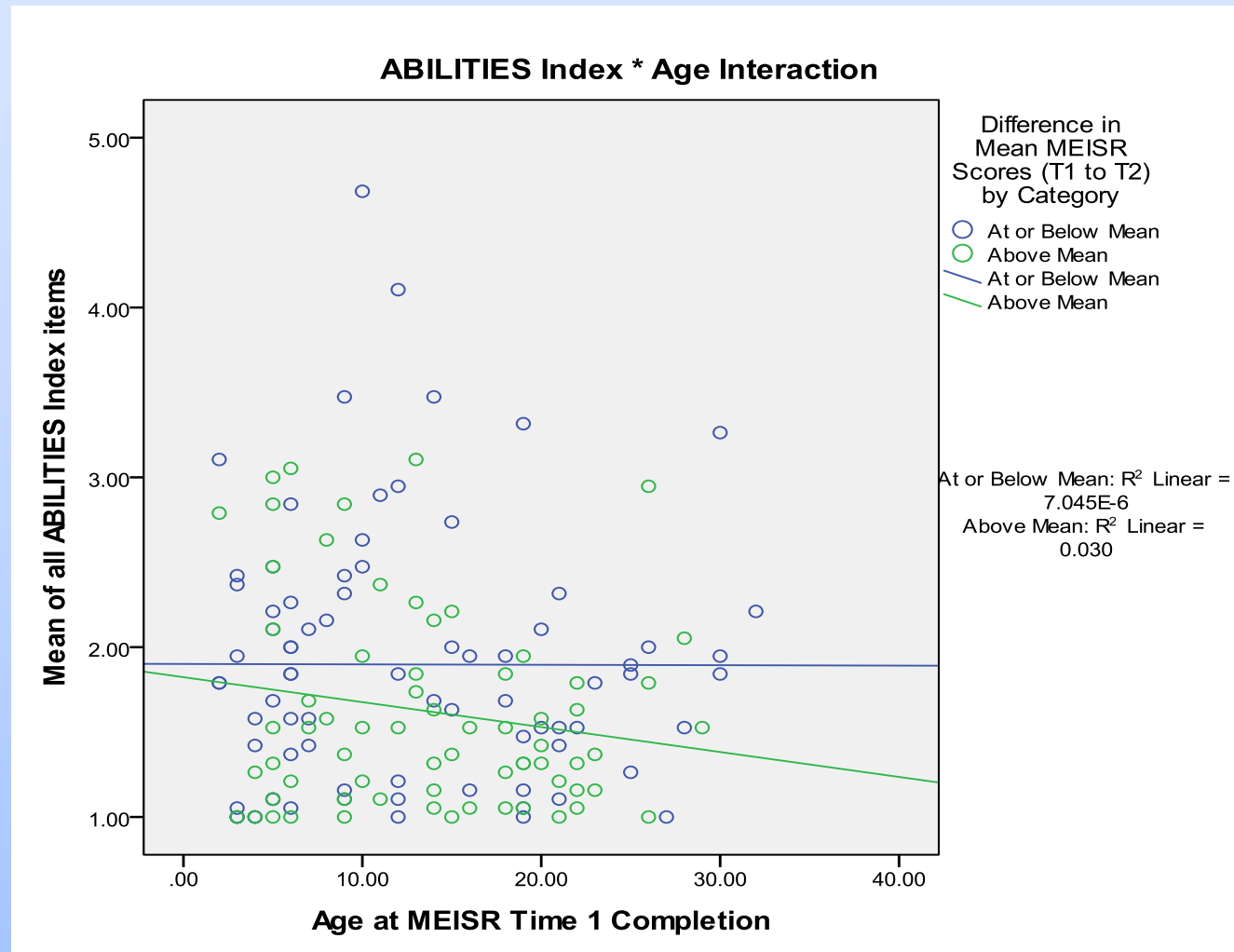
| Variable | <i>B</i> | <i>SE B</i> | <i>β</i> | <i>t</i> | <i>p</i> |
|--------------------------|----------|-------------|----------|----------|----------|
| Change in MEISR Score | | | | | |
| Block 1 | | | | | |
| Time 1 MEISR Score | -.240 | .065 | -.29 | 3.88 | .001 |
| Block 2 | .379 | | | | .001 |
| Time 1 MEISR Score | -.651 | .079 | -.80 | 8.319 | .001 |
| Severity of Disability | .037 | .058 | 0.091 | .002 | .527 |
| Age at First MEISR | .045 | .009 | 1.210 | .117 | .001 |
| Severity*Age Interaction | -.013 | .004 | -.705 | .040 | .004 |
| Time 1 FaQoL Score | -.034 | .034 | -.031 | .001 | .676 |
| Mother's Education | .022 | .022 | 0.130 | .016 | .069 |

The higher the T1 score, the less change

For children making much change, the older at T1 and less severe made more change than the younger and more severe

The older the child at T1, the more change

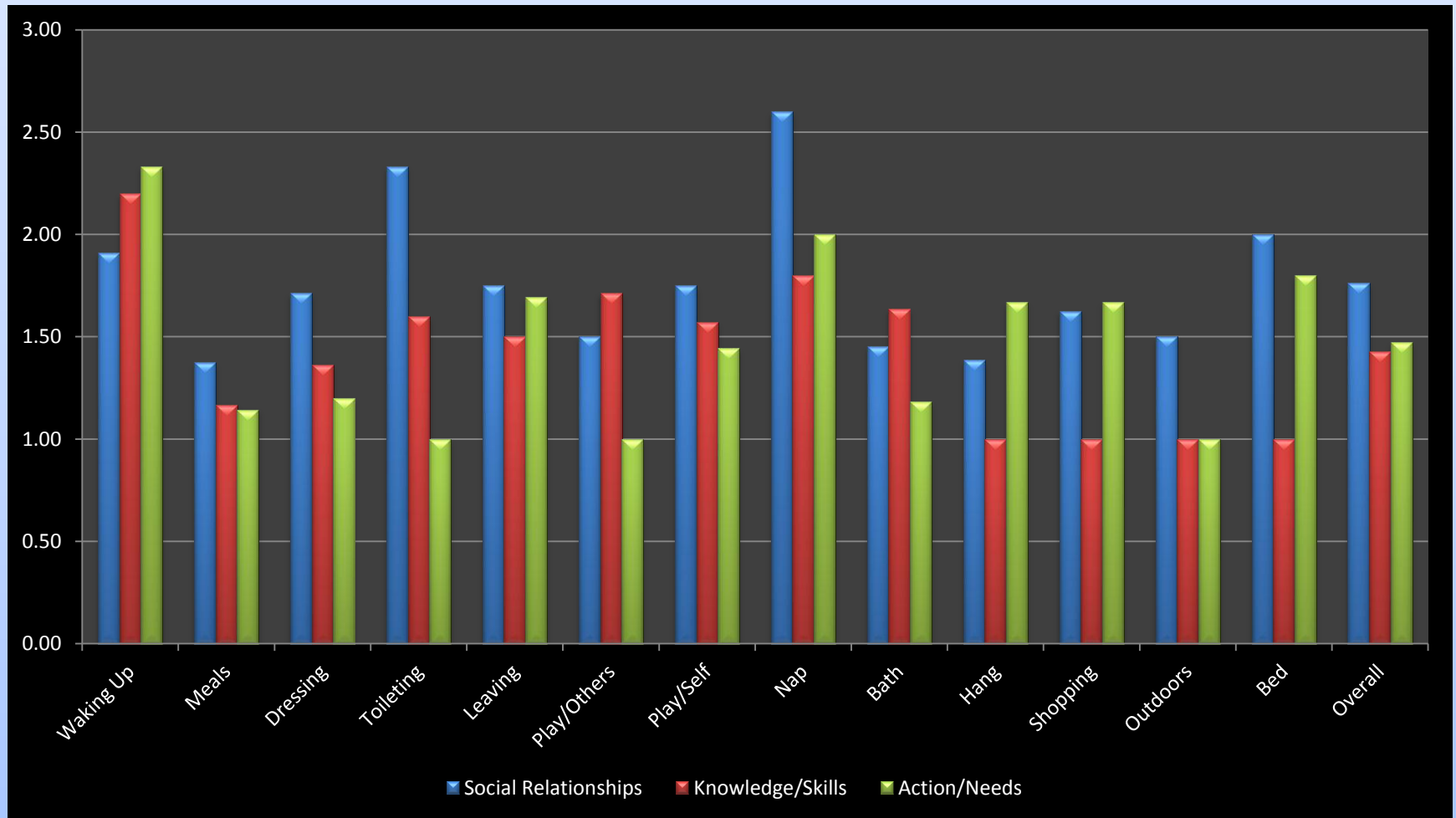
For children making much change, the older at T₁ and less severe made more change than the younger and more severe ($N = 141$)



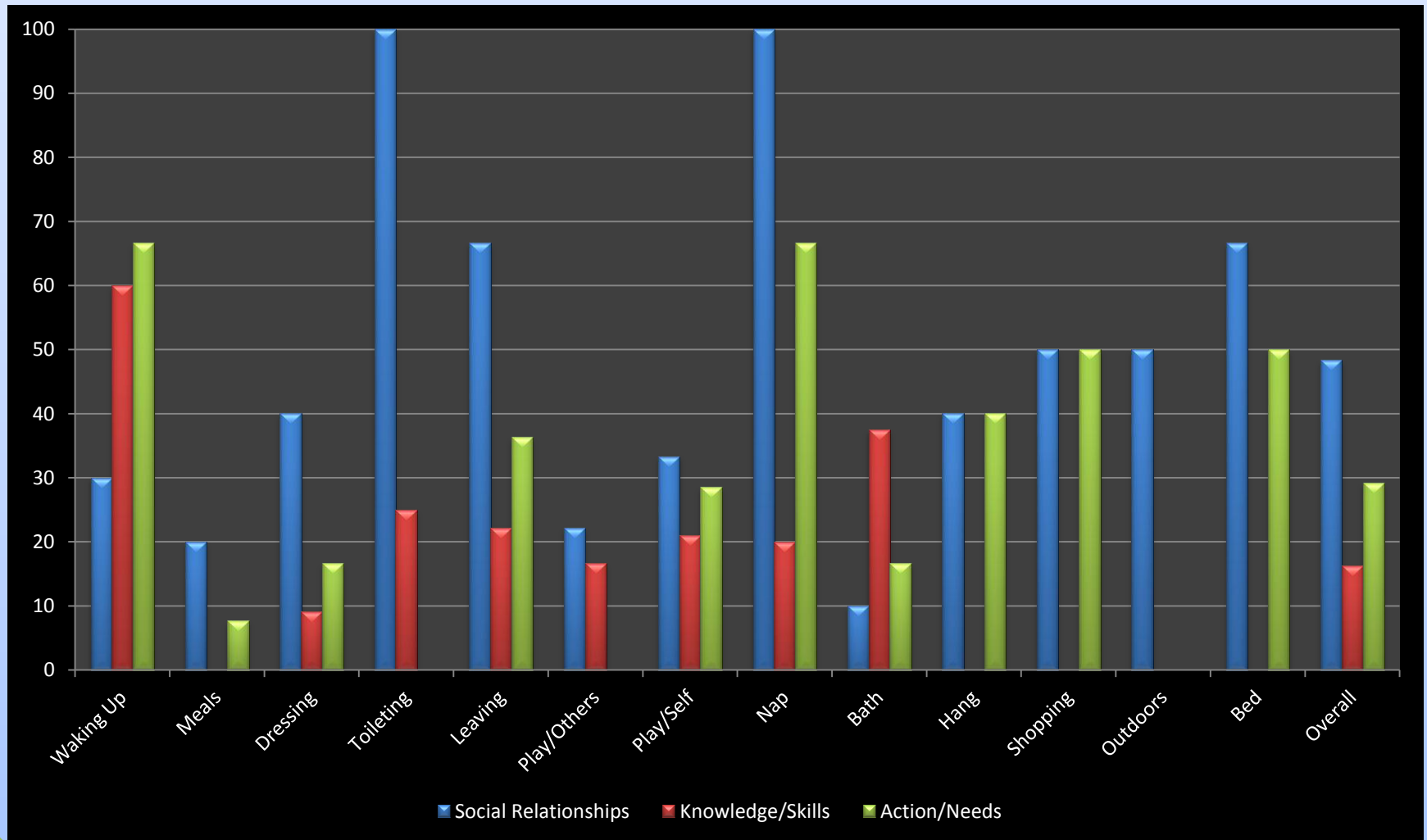
Conclusion

MEISR mean ratings are sensitive to change and are promising scores for monitoring functional progress

Mean Frequency Rating of Federal Outcomes by Routine for One Child (Age = 26 Months)



Mean Mastery (i.e., % of 3s) for Child's Age by Routine for One Child (Age = 26 Months)



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

R. A. McWilliam and Naomi Younggren
Original: R. A. McWilliam and Shana Hornstein ©

This instrument has been designed to develop a profile of functional behaviors of a child in home routines. It is to be completed by a caregiver who has observed the child often in the home with limited opportunity to observe home routines. The purposes of the MEISR are to (a) help professionals assess the child's competence in everyday situations, which might help them ask families relevant questions about child functioning in home routines; (b) help professionals interview; and (c) to monitor a child's progress. Although it can be used to help monitor progress, the Routines-Based Interview, because many family needs, especially parent-child interaction, are not addressed by the MEISR, it is not recommended for use as a primary assessment tool.

[illegible]

MEISR & OUTCOMES MEASUREMENT

MEISR

Uses with Outcomes Measurement

1. Age anchor child behaviors reported in RBI
2. Age anchor authentic assessment observations
3. Parent completed MEISR to age anchor skills
4. A resource tool
5. A learning tool for considering functional skills

MEISR Organization

- By routine
- Cross referenced with three outcome areas
 1. Positive social relationships (S)
 2. Acquiring and using knowledge and skills (K)
 3. Taking appropriate action to meet needs (A)
- Color coding outcome areas

1. Age Anchoring with RBI

- **RBI Video**

Breakfast (Lucas 24 months)

- Breakfast is in the kitchen. The girls usually have cereal. *Lucas has what they have*. If it's on the run the girls will give him a pop tart. *He can't get the wrapper off*.
- Fortunately, most breakfasts that are not on the run and Lucas *follows directions to sit at the table initially*. We often *have to chase him back to the table*.
- He sits in a regular chair at first, but *squirms*, up on knees and down on bum and up again, I wonder about bringing back the highchair
- When eating he *eats by himself* and no longer needs to be fed
- He *uses a spoon okay, he spills some*. He *doesn't stuffs his mouth* anymore. He can take little bites. He'll *pick up (pinch) small bits and eat them one at a time*.
- At meals he can be picky. It's just a stage like the girls did. A favorite is chicken nuggets. He says No when I give him something he doesn't like. Veggies always get a No.
- He *drinks from a sippy cup*. No *not a regular cup*, he dumps that.
- When he's done eating he *pushes the bowl away or just leaves the table without returning*
- If he wants more *he'll reach or point for things, even climb on the table*, I don't like that
- *He can say eat and drink, but doesn't always say that but goes to get what he wants. More and finishes are not yet part of his vocabulary*.
- After breakfast if he played more than ate and the things are put away he has asked for drink by *saying juu but that isn't consistent*.
- He knows cookie too and where they are kept on top of the fridge. *He'll point and ask for cookie*. He *knows when I point to cookie* that means it's cookie time.
- If I *ask him to go get something he doesn't seem to understand*, like bring me the milk and your cup. He will follow a direction to throw things in the trash, but needs reminders
- He is very tuned into the girls, he even imitates what they do. They play a face game it's funny.

| Meal Times <i>Lucas (24 months)</i> | | Starting Age | N | S | O | Outcomes | |
|-------------------------------------|--|--------------|---|---|---|----------|-----------------|
| 2.14 | Uses pincer grasp to pick up small pieces of food | 10 | | | ✓ | 3 | A |
| 2.15 | Follow simple requests with gestures (e.g., <i>come here, throw it</i>) | 12 | | | ✓ | 2 | K |
| 2.16 | Uses words or signs to ask for “eat” and “drink” | 12 | | ✓ | | 3 | A |
| 2.17 | Drinks from a sippy cup by him- or herself | 12 | | | ✓ | 3 | A |
| 2.18 | Eats meals on a fairly regular schedule | 12 | | | ✓ | 3 | A |
| 2.19 | Follows pointing and points to indicate food preference | 12 | | | ✓ | 3 | A |
| 2.20 | Says “no” meaningfully | 13 | | | ✓ | 2 | K |
| 2.21 | Uses a spoon with moderate success | 15 | | | ✓ | 3 | A |
| 2.22 | Drinks from a cup without a lid by him- or herself | 18 | ✓ | | | 3 | A |
| 2.23 | Uses a spoon independently | 18 | | | ✓ | 3 | A |
| 2.24 | Drinks an appropriate amount from open cup at one time | 18 | ✓ | | | 3 | A |
| 2.25 | Stays seated for entire meal (duration appropriate for child’s age) | 18 | ✓ | | | 1 | S |
| 2.26 | Uses words or signs to ask for <i>specific</i> foods or drink | 18 | | ✓ | | 3 | A |
| 2.27 | Indicates when hungry or thirsty | 15 | | ✓ | | 3 | A |
| 2.28 | Communicates “more” | 18 | ✓ | | | 3 | A |
| 2.29 | Communicates “finished” | 18 | ✓ | | | 3 | A |
| 2.30 | Puts an appropriate amount of food in the mouth at one time | 18 | | | ✓ | 3 | A |
| 2.31 | Sits in a regular (can be child-sized) chair | 18 | | ✓ | | 3 | A |
| 2.32 | Eats a variety of foods | 23 | ✓ | | | 3 | A |
| 2.33 | Removes wrappers and peels before eating | 23 | ✓ | | | 3 | A |
| 2.34 | Waits for something for 10 minutes, without fussing | 24 | ✓ | | | 1 | S |
| 2.35 | Pays attention to others around him or her | 24 | | | ✓ | 1 | S |
| 2.36 | Communicates in any appropriate manner the need for help | 24 | ✓ | | | 3 | A |
| 2.37 | Obeys 2-part commands (e.g., <i>put down your spoon & give me your</i>) | 24 | ✓ | | | 2 | K |
| 2.38 | Refers to self with pronoun (i.e., <i>I, me</i>) | 27 | ✓ | | | 2 | K ¹⁵ |

2. Age Anchoring with **Authentic Assessment Observations**

- Lucas Video

Observations

- Climbs up slide using feet and hands, gets almost to the top
- Goes down slide backwards on feet holding on, then turns around and goes down on bum
- Does again on the parallel slide, getting closer, but not to the top
- Slides down backwards on belly, turns around stands on end of slide
- Jumps off slide from standing position with both feet
- Walks up slide steps one foot on a step and using hand rail. On hands and knees at first landing then walks up remaining steps.
- Sits down at top of slide and slides down
- Runs across playground across grass and sidewalk
- Follows after ball, picks it up, tosses it up and forward with both hands
- Throws ball upward underhanded at small basket hoop
- Runs after ball when it rolls away, goes toward road

| | Outdoors <i>Lucas (24 months)</i> | Starting Age | N | S | O | Outcomes | |
|------|---|---------------------|---------------------|----------|----------|-----------------|---|
| 12.2 | Walks | 13 | | | ✓ | 3 | A |
| 12.3 | Runs | 18 | | | ✓ | 3 | A |
| 12.4 | Moves ride-on toys without pedals | 18 | <i>Not observed</i> | | | 3 | A |
| 12.5 | Jumps | 22 | | | ✓ | 3 | A |
| 12.6 | Uses slides (i.e., goes up and down small slide) | 23 | | | ✓ | 3 | A |
| 12.7 | Plays appropriately with sandbox toys | 24 | <i>Not observed</i> | | | 2 | K |
| 12.8 | Plays with a variety of toys outdoors | 24 | | | ✓ | 2 | K |
| 12.9 | Plays outdoors for 30 minutes without fussing | 24 | <i>Not observed</i> | | | 1 | S |
| 13.0 | Shows interest in the playground | 24 | | | ✓ | 2 | K |
| 13.1 | Regains balance | 24 | | | ✓ | 3 | A |
| 13.2 | Walks up stairs alone (both feet on each step) | 24 | | | ✓ | 3 | A |
| 13.3 | Walks downstairs alone (both feet on each step) | 25 | <i>Not observed</i> | | | 3 | A |
| 13.4 | Jumps from bottom step, no assistance, both feet together | 27 | | | ✓ | 3 | A |
| 13.5 | Walks forward and backward | 28 | <i>Not observed</i> | | | 3 | A |
| 13.6 | Walks upstairs alone (alternating feet) | 30 | | | ✓ | 3 | A |
| 13.7 | Uses pedals on tricycle; goes 4-6 feet | 32 | <i>Not observed</i> | | | 3 | A |
| 13.8 | Climbs jungle gym and ladders; swings by hands | 34 | | ✓ | | 3 | A |
| 13.9 | Walks downstairs alone (alternating feet) | 34 | <i>Not observed</i> | | | 3 | A |
| 14.0 | Plays appropriately on playground equipment | 34 | | | ✓ | 2 | K |
| 14.1 | Stays in the playground area, does not run away/climb fence | 36 | ✓ | | | 3 | A |
| 14.2 | Follows directions given at a distance | 36 | <i>Not observed</i> | | | 2 | K |

3. Age Anchoring with **Parent Completed MEISR**



| Getting Dressed <i>Lucas (24 months)</i> | | Starting Age | N | S | O | Outcomes |
|---|---|---------------------|----------|----------|----------|-----------------|
| 3.8 | Assists with dressing by extending an arm/leg for a sleeve/pants | 10.5 | | | ✓ | A |
| 3.9 | Points to body parts on self when asked | 13 | | | ✓ | K |
| 3.10 | Removes articles of clothing by him- or herself | 15 | | | ✓ | A |
| 3.11 | Indicates he/she understands the names of articles of clothing | 15 | | ✓ | | K |
| 3.12 | Identifies self in mirror | 15 | | | ✓ | K |
| 3.13 | Indicates what he or she wants to wear | 15 | | ✓ | | A |
| 3.14 | Undoes fasteners (zippers, snaps, buttons) | 18 | | | ✓ | A |
| 3.15 | Helps undress self | 18 | | | ✓ | A |
| 3.16 | Uses signs or words for body parts | 18 | | ✓ | | K |
| 3.17 | Uses signs or words during dressing | 18 | | ✓ | | K |
| 3.18 | Uses signs or words for articles of clothing | 18 | ✓ | | | K |
| 3.19 | Uses signs or words for 1-6 body parts | 18 | | ✓ | | K |
| 3.20 | Uses signs or words for more than 6 body parts | 24 | ✓ | | | K |
| 3.21 | Persists with complex tasks (e.g., putting on shoes, other clothes) | 24 | ✓ | | | K |
| 3.22 | Helps dress self | 28 | ✓ | | | A |
| 3.23 | Fastens zippers, snaps, buttons | 30 | ✓ | | | A |
| 3.24 | Puts on coat with assistance | 30 | ✓ | | | A |
| 3.25 | Puts on articles of clothing by him- or herself | 32 | ✓ | | | A |

Lucas

Outcome 3: Taking Action to Meet Needs

- What do we know?

| Meal Times <i>Lucas (24 months)</i> | | Starting Age | N | S | O | Outcomes | |
|-------------------------------------|--|--------------|---|---|---|----------|---|
| 2.14 | Uses pincer grasp to pick up small pieces of food | 10 | | | ✓ | 3 | A |
| 2.15 | Follow simple requests with gestures (e.g., <i>come here, throw it</i>) | 12 | | | ✓ | 2 | K |
| 2.16 | Uses words or signs to ask for “eat” and “drink” | 12 | | ✓ | | 3 | A |
| 2.17 | Drinks from a sippy cup by him- or herself | 12 | | | ✓ | 3 | A |
| 2.18 | Eats meals on a fairly regular schedule | 12 | | | ✓ | 3 | A |
| 2.19 | Follows pointing and points to indicate food preference | 12 | | | ✓ | 3 | A |
| 2.20 | Says “no” meaningfully | 13 | | | ✓ | 2 | K |
| 2.21 | Uses a spoon with moderate success | 15 | | | ✓ | 3 | A |
| 2.22 | Drinks from a cup without a lid by him- or herself | 18 | ✓ | | | 3 | A |
| 2.23 | Uses a spoon independently | 18 | | | ✓ | 3 | A |
| 2.24 | Drinks an appropriate amount from open cup at one time | 18 | ✓ | | | 3 | A |
| 2.26 | Uses words or signs to ask for <i>specific</i> foods or drink | 18 | | ✓ | | 3 | A |
| 2.27 | Indicates when hungry or thirsty | 15 | | ✓ | | 3 | A |
| 2.28 | Communicates “more” | 18 | ✓ | | | 3 | A |
| 2.29 | Communicates “finished” | 18 | ✓ | | | 3 | A |
| 2.30 | Puts an appropriate amount of food in the mouth at one time | 18 | | | ✓ | 3 | A |
| 2.31 | Sits in a regular (can be child-sized) chair | 18 | | ✓ | | 3 | A |
| 2.32 | Eats a variety of foods | 23 | ✓ | | | 3 | A |
| 2.33 | Removes wrappers and peels before eating | 23 | ✓ | | | 3 | A |
| 2.34 | Waits for something for 10 minutes, without fussing | 24 | ✓ | | | 1 | S |
| 2.35 | Pays attention to others around him or her | 24 | | | ✓ | 1 | S |
| 2.36 | Communicates in any appropriate manner the need for help | 24 | ✓ | | | 3 | A |
| 2.37 | Obeys 2-part commands (e.g., <i>put down your spoon & give me your</i>) | 24 | ✓ | | | 2 | K |
| 2.38 | Refers to self with pronoun (i.e., <i>I, me</i>) | 27 | ✓ | | | 2 | K |

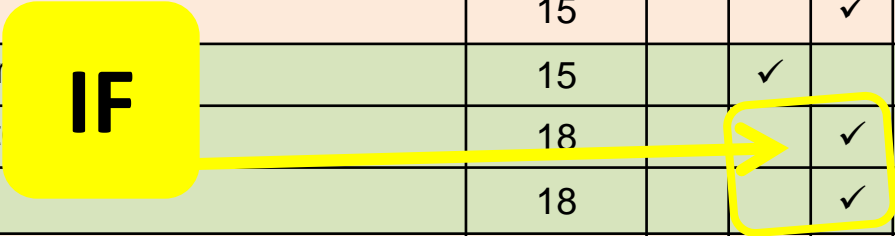
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| | Outdoors <i>Lucas (24 months)</i> | Starting Age | N | S | O | Outcomes | |
|------|---|---------------------|--------------|----------|----------|-----------------|---|
| 12.2 | Walks | 13 | | | ✓ | 3 | A |
| 12.3 | Runs | 18 | | | ✓ | 3 | A |
| 12.4 | Moves ride-on toys without pedals | 18 | Not observed | | | 3 | A |
| 12.5 | Jumps | 22 | | | ✓ | 3 | A |
| 12.6 | Uses slides (i.e., goes up and down small slide) | 23 | | | ✓ | 3 | A |
| 12.7 | Plays appropriately with sandbox toys | 24 | Not observed | | | 2 | K |
| 12.8 | Plays with a variety of toys outdoors | 24 | | | ✓ | 2 | K |
| 12.9 | Plays outdoors for 30 minutes without f | 24 | Not observed | | | 1 | S |
| 13.0 | Shows interest in the playground | 24 | | | ✓ | 2 | K |
| 13.1 | Regains balance | 24 | | | ✓ | 3 | A |
| 13.2 | Walks up stairs alone (both feet on each step) | 24 | | | ✓ | 3 | A |
| 13.3 | Walks downstairs alone (both feet on each step) | 25 | Not observed | | | 3 | A |
| 13.4 | Jumps from bottom step, no assistance, both feet together | 27 | | | ✓ | 3 | A |
| 13.5 | Walks forward and backward | 28 | | | | 3 | A |
| 13.6 | Walks upstairs alone (alternating feet) | 30 | | | ✓ | 3 | A |
| 13.7 | Uses pedals on tricycle; goes 4-6 feet | 32 | Not observed | | | 3 | A |
| 13.8 | Climbs jungle gym and ladders; swings by hands | 34 | | ✓ | | 3 | A |
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| 14.0 | Plays appropriately on playground equipment | 34 | | | ✓ | 2 | K |
| 14.1 | Stays in the playground area, does not run away/climb fence | 36 | ✓ | | | 3 | A |
| 14.2 | Follows directions given at a distance | 36 | Not observed | | | 2 | K |

AE

**even
beyond**

| Getting Dressed <i>Lucas (24 months)</i> | | Starting Age | N | S | O | Outcomes |
|---|---|---------------------|----------|----------|----------|-----------------|
| 3.8 | Assists with dressing by extending an arm/leg for a sleeve/pants | 10.5 | | | ✓ | A |
| 3.9 | Points to body parts on self when asked | 13 | | | ✓ | K |
| 3.10 | Removes articles of clothing by him- or herself | 15 | | | ✓ | A |
| 3.11 | Indicates he/she understands the names of articles of clothing | 15 | | ✓ | | K |
| 3.12 | Identifies self in mirror | 15 | | | ✓ | K |
| 3.13 | Indicates what he or she wants to wear | 15 | | ✓ | | A |
| 3.14 | Undoes fasteners (zippers, snaps, buttons) | 18 | | | ✓ | A |
| 3.15 | Helps undress self | 18 | | | ✓ | A |
| 3.16 | Uses signs or words for body parts | 18 | | ✓ | | K |
| 3.17 | Uses signs or words during dressing | 18 | | ✓ | | K |
| 3.18 | Uses signs or words for articles of clothing | 18 | ✓ | | | K |
| 3.19 | Uses signs or words for 1-6 body parts | 18 | | ✓ | | K |
| 3.20 | Uses signs or words for more than 6 body parts | 24 | ✓ | | | K |
| 3.21 | Persists with complex tasks (e.g., putting on shoes, other clothes) | 24 | ✓ | | | K |
| 3.22 | Helps dress self | 28 | ✓ | | | A |
| 3.23 | Fastens zippers, snaps, buttons | 30 | ✓ | | | A |
| 3.24 | Puts on coat with assistance | 30 | ✓ | | | A |
| 3.25 | Puts on articles of clothing by him- or herself | 32 | ✓ | | | A |



| COSF Rating | | Culminating Statements |
|--|--|--|
| Age Expected Skills | 7  | <ul style="list-style-type: none"> Relative to other children Calvin's age, there are no concerns; he has all of the skills that we would expect of a child his age in the area of <i>(outcome [e.g., taking action to meet needs])</i>. Calvin has age expected skills, with no concerns, in the area of <i>(outcome)</i>. |
| | 6  | <ul style="list-style-type: none"> Relative to same age peers, Calvin has the skills that we would expect of his age in regard to <i>(outcome)</i>; however, there are concerns with how he <i>(functional area of concern/quality/lacking skill)</i>. It will be good to watch this closely, because without continued progress he could fall behind. Aside from the concern regarding Calvin's _____ he is demonstrating skills expected of a child his age in the area of <i>(outcome)</i>. |
| Decreasing Degree of Age Expected Skills | 5   | <ul style="list-style-type: none"> For an # month old child, Calvin has many skills expected of his age but he also demonstrates some skills slightly below what is expected at this age in the area of <i>(outcome)</i>. Relative to same age peers, Calvin shows many age expected skills, but continues to show some functioning that might be described like that of a slightly younger child in the area of <i>(outcome)</i>. Calvin is somewhat where we would expect him to be at this age. This means that Calvin has many skills we would expect at this age in regard to <i>(outcome)</i>, but he does not yet have all of the age expected skills <i>(it is possible to highlight a few of non-age expected functional skills)</i>. |
| | 4   | <ul style="list-style-type: none"> At # months, Calvin shows occasional use of some age expected skills, but more of his skills are not yet age expected in the area of <i>(outcome)</i>. At # months, Calvin shows occasional use of some age expected skills, but has more skills that are younger than those expected for a child his age in the area of <i>(outcome)</i>. Calvin has a few of the skills we would expect in regard to <i>(outcome)</i>, but he shows more skills that are not age appropriate. |
| | 3   | <ul style="list-style-type: none"> Relative to same age peers, Calvin is not yet using skills expected of his age. He does however use many important and immediate foundational skills to build upon in the area of <i>(outcome)</i>. In the area of <i>(outcome)</i>, Calvin has nearly age expected skills. This means that he does not yet have the skills we would expect of a child his age, but he has the immediate foundational skills that are necessary to build upon to achieve age appropriate skills <i>(it is possible to include a few functional skills as examples)</i>. |
| Foundational Skills and a Decreasing Degree of Immediate | 2   | <ul style="list-style-type: none"> At # months, Calvin shows occasional use of some immediate foundational skills, but more of his abilities represent earlier skills in the area of <i>(outcome)</i>. Relative to same age peers, Calvin is showing some nearly age expected or immediate foundational skills, but has more skills that developmentally come in earlier in the area of <i>(outcome)</i>. For a # month old little boy, Calvin occasionally uses immediate foundational skills but has a greater mix of earlier skills that he uses in the area of <i>(outcome)</i>. Overall in this outcome area, Calvin is just beginning to show some immediate foundational skills which will help him to work toward age appropriate skills. |
| | 1  | <ul style="list-style-type: none"> Relative to same age peers, Calvin has the very early skills in the area of <i>(outcome)</i>. This means that Calvin has the skills we would expect of a much younger child in this outcome area. For a # month old little boy, Calvin's functioning might be described as like that of a much younger child. He shows early skills, but not yet immediate foundational or age expected skill in the <i>(outcome)</i> area. |

Outcome 3: Taking Action to Meet Needs

*(Taking care of basic needs; Contributing to own health & safety;
Getting from place to place & using tools)*

- What do we still need to know?
 - Communicating to express wants and needs
 - Safety awareness
 - Information from other sources

4. Age Anchoring Resource

| 6. Play Time With Others | | Starting age in months | Not yet | Some-times | Often | Beyond this | Func ^a | Dev ^b | Out ^c |
|--------------------------|--|------------------------|---------|------------|-------|-------------|-------------------|------------------|------------------|
| 6.1. | Makes transitions from play with others without getting upset | 0 | 1 | 2 | 3 | 3 | S | S | S |
| 6.2. | Follows person with his or her eyes | 1 | 1 | 2 | 3 | 3 | S | S | S |
| 6.3. | Gets excited when caregiver approaches or restarts game | 2 | 1 | 2 | 3 | 3 | S | S | S |
| 6.4. | Invites adults to play | 4 | 1 | 2 | 3 | 3 | S | S, CM | S |
| 6.5. | Imitates behavior of others | 4 | 1 | 2 | 3 | 3 | E | CM | K |
| 6.6. | Looks and vocalizes when blind/with V | 5 | 1 | 2 | 3 | 3 | E | CM | K |
| 6.7. | Plays simple games | 6 | 1 | 2 | 3 | 3 | S | CG | S |
| 6.8. | Plays with others | 6 | 1 | 2 | 3 | 3 | S | S | S |
| 6.9. | Imitates others (s) | 7 | 1 | 2 | 3 | 3 | S | CG | K |
| 6.10. | Shows or compares | 9 | 1 | 2 | 3 | 3 | S | CM | S |
| 6.11. | Indicates he or she is playing games | 9 | 1 | 2 | 3 | 3 | E, S | CM | K |
| 6.12. | Talks or babbles during conversation | 11 | 1 | 2 | 3 | 3 | E, S | CM | S |
| 6.13. | Walks more than | 11 | 1 | 2 | 3 | 3 | I | M | A |
| 6.14. | Repeats sounds or gestures if laughed at | 11 | 1 | 2 | 3 | 3 | S | CM | S |
| 6.15. | Uses single words or signs to ask for things, including "more" | 12 | 1 | 2 | 3 | 3 | I | CM, A | K |
| 6.16. | If invited to play, responds | 12 | 1 | 2 | 3 | 3 | S | S | S |
| 6.17. | Uses words or signs during play | 12 | 1 | 2 | 3 | 3 | S | CM | K |
| 6.18. | Laughs at things that don't make sense or are surprising | 12 | 1 | 2 | 3 | 3 | E, S | CG, S | S |

Starting
age in
months

Age Anchoring Resource

- Video example

5. Learning Tool Functional Skills In Day to Day Routines



1. Waking up



2. Meal Times



3. Getting Dressed



4. Toilet/Diapering



5. Going Out



6. Play with Others



7. Play By Self



8. Napping



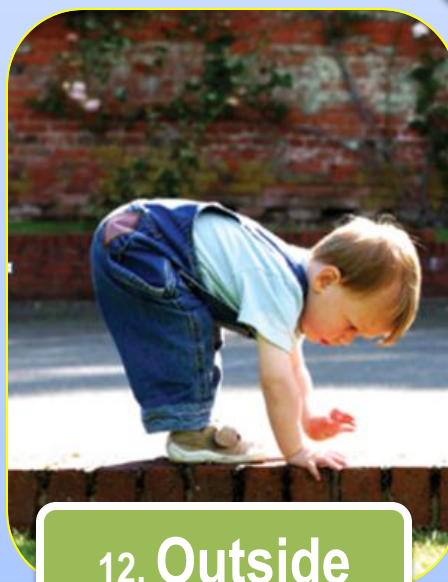
9. Bath Time



10. Hanging Out, Books/TV



11. Grocery Shopping



12. Outside



13. Bedtime

Discussion - Questions

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