

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

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## MEISR – COSF Tool

*Revised and reorganized with permission by N. Younggren, July 2010*

**McWilliam, R. A., Hornstein, S., & Younggren, N. (2010). MEISR-COSF Tool. Unpublished instrument.**  
Available at: <http://www.edis.army.mil/outcomes.htm>

### **The MEISR Revised & Reorganized By The Three Child Outcomes**

⊃ Positive Social Relations ⊃ Acquiring & Using Knowledge & Skills ⊃ Taking Action to Meet Needs

### **...A Tool to Assist with the Child Outcomes Summary Form (COSF)**

#### **Aim of the MEISR-COSF Tool:**

- Provide information about functional behaviors mapped to the three child outcomes.
- Provide age-anchored information about a child's functioning in common day-to-day routines.
- Provide early intervention teams a resource for gathering and reviewing information important for determining Child Outcome Summary Form (COSF) ratings.

**Goodness of Fit:** The MEISR reorganized as the MEISR-COSF Tool helps fill the gap of limited resources organized by the three child outcomes. The MEISR is a good fit for use with the COSF because it is organized by functioning in the context of day-to-day routines and COSF stresses everyday functioning. The MEISR focuses on caregivers as information sources and the COSF requires information about a child's functioning from the people who know the child best. The MEISR includes age-anchored elements and the COSF requires information about functioning relative to age-expected development.

**About the Tool:** The original MEISR is an instrument for developing a profile of a young child's functioning in home routines. It was designed to be completed by or with a caregiver who has observed the child often in the home, such as a parent—not by a professional with limited opportunity to observe home routines. 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; and (c) to monitor a child's progress.

The MEISR-COSF Tool is a revision of the MEISR organized by the three child outcomes and then by routine and age ranges. Reference to the original MEISR items is included in the far right hand column of each routine-based section. Also included is a crosswalk of the functional domains defined by McWilliam (i.e., social relationships, engagement, and independence ["S", "E", "I"]) and the five developmental domains (i.e., adaptive, cognitive, communication, motor, and social [A, CG, CM, M, and S]). Items added to the MEISR-COSF Tool do not have a MEISR reference code.

**Uses & Administration:** The MEISR-COSF Tool is not an assessment instrument that yields scores. Rather, it is a tool that can be used in different ways. It can be completed by or with caregivers; it can be used to guide interventionist's questions about a child's functioning as part of caregiver interview and assessment or as part of ongoing monitoring; and it can be used as a reference for teams to document and/or reflect upon information gathered about a child's functioning to assist with the COSF rating. In using it as a reference, teams might also find it helpful in writing a report of a child's functioning organized by the three outcomes. By completing the check boxes "not yet" "sometimes" "often" and "past this" (meaning the child has developed past a particular skill/behavior) teams can document the functional skills and abilities a child demonstrates and use the information along with other information gathered to understand the presence of "age expected" "immediate foundational" and "foundational" skills and abilities. Understanding the presence of the child's abilities in these three categories is essential for determining a rating on the COSF.

**Organization:** Each of the three outcomes includes notable breadth and depth, which must be considered within the progression of age-expected development for generating a COSF rating. As each routine-based skill is explored keep in mind the complexity of child development and focus on the functionality and purpose of the behaviors rather than isolated skills. A focus on the purpose of the skill/behavior within meaningful contexts is essential for gaining a truly functional picture of the child's abilities across settings and situation and within the framework of the three outcomes.

**Not a Sole Source:** Generating a COSF rating requires a synthesis of information about a child's functioning from many sources familiar with the child in different settings and situations. No single assessment instrument can provide all the information needed. Rather, the richness of information gathered must be taken into account when deciding upon a COSF rating. However, many early childhood assessments are domain-based and do not readily provide information about a child's functioning across a variety of situations. While domain-based assessments are useful and provide helpful information for generating a COSF rating, they often fall short in providing information about functional behaviors in meaningful contexts. The MEISR on the other hand was specifically developed to provide information about a child's functioning in the context of day-to-day routines from the people who know the child best. Recognizing the routines-based foundation of the MEISR and the need for information on everyday functioning organized around the three child outcomes the MEISR-COSF Tool was developed.

## POSITIVE SOCIAL RELATIONS

Within the framework of the three child outcomes, positive social-emotional skills refer to how children get along with others, how they relate with adults and with other children. For older children, these skills also include how children follow rules related to groups and interact with others in group situations such as a child care center. The outcome includes the ways the child expresses emotions and feelings and how he or she interacts with and plays with other children.

The organization of the items below is intended to help teams understand what information about the child's skills across settings relates to this outcome. When considering the routines-based skills and abilities included below be sure to think about them in the context of positive social relations. For example, "*makes vocal sounds*" for the purpose of alerting caregivers that she is awake and ready to get up.

1. Waking Up (Outcome 1)		Not yet	Some-times	Often	Past this	Age in months	Functional Domain	Dev. Domain	MEISR codes
1-1-1	Makes vocal sounds					0-2.5	S	CM	1.1
1-1-2	Enjoys being held, rocked, touched					0-6	S	S	1.2
1-1-3	Smiles, kicks, moves arms excitedly when caregiver comes to crib					2-4	S	S	
1-1-4	Seems happy to see adults					1.5-4	S	S	1.4
1-1-5	Makes transitions out of bed without becoming upset					3-6	S	S	1.5
1-1-6	Turns towards the sound of someone's voice					3-7	S	CM	1.6
1-1-7	Calls out for adults					6.5-11.5	S	S, CM	1.11
1-1-8	Wakes up without crying immediately					8+	S	A	1.13
1-1-9	Leaves room to find an adult					12-18+	S	M, S	1.21
1-1-10	Cooperates with adults' requests					36	S	S	1.18

2. Meal Times (Outcome 1)		Not yet	Some-times	Often	Past this	Age in months	Functional Domain	Dev. Domain	MEISR codes
1	Makes transitions to and from mealtimes without becoming upset					1+	S	S	2.1
2	Can get distracted during nursing					2-3			
3	Gets excited at the sight of food					4-5			
4	Follows simple requests with gestures (Come here, Throw it away)					7-12	S	A, CM	
5	Tries to feed others with spoon					12-15	S, E	S	
6	Uses words to interact with others at meals					18-21	S	S, CM	