

# Classroom Measure of Engagement, Independence, and Social Relationships

## ClameISR

R. A. McWilliam (2014)

### Directions

A teacher who has observed the child in the classroom for at least 2 weeks circles one number (1, 2, or 3) for each item.

### Scoring

Calculate the percentage of items mastered (i.e., score of 3) in each routine and for the whole instrument. If helpful, calculate the percentage of items mastered in each domain in the three right-hand columns. For example, there are 5 engagement (E) items in Music. On how many E items did the child score a 3? Divide that number by the total number of E items in Music (5) and multiply by 100. This is the engagement score for Music. If a routine has < 3 items in a domain, do not calculate a score of that routine. For example, Handwashing has only one E item and one SR item, so no percentages should be calculated for those two domains in Handwashing.

Do the same for the whole instrument: How many E items received a 3 out of the total number of E items on the ClameISR. That's the child overall engagement score. An alternative method of obtaining an overall engagement score is to average all the routine engagement scores. Do the same with any other domains of interest in the last three columns (other functional domains, developmental domains, or early childhood outcomes).

### Intervention Use

Skills the child has not yet mastered or sometimes does might be candidates for individualized programming. Families might be interested in having some of them as goals on the individual education program (IEP). In the Unified Model of Early Intervention 0-5, we advocate for specific functional goals, such as these skills, on the IEP, rather than broad goals and then specific objectives. The ClameISR is a functional profile that helps the team, of course including the family, determine which routines are a good fit for the child's interests and abilities and which are not as good. The profile can be used to make changes to the routines, to instruction of the child, or to the team's expectations. Finally, the ClameISR, administered every 6 months, is a valuable progress-monitoring tool.

<b>1. Arrival</b>	<b>Age</b>	<b>Not yet</b>	<b>Some- times</b>	<b>Often/ Beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
1.1. Plays without crying within 20 minutes of parent leaving	3	1	2	3	E	S	1
1.2. Plays without crying when parent leaves	3	1	2	3	E	S	1
1.3. Returns adult's greeting	3	1	2	3	SR	CM	1
1.4. Goes into building under his or her own power (including motorized)	3	1	2	3	I	M	3
1.5. Follows directions	3	1	2	3	E	CG	2
1.6. Puts objects in cubby	3	1	2	3	I	A	3
1.7. Hangs up coat	3	1	2	3	I	A	3
1.8. Removes coat	3	1	2	3	I	A	3
1.9. Chooses what to do or play with	3	1	2	3	E	CG	3
1.10. Gets out of car with assistance (but not lifted)	3	1	2	3	I	M	3
1.11. Follows whole arrival routine without prompting	3	1	2	3	E	CG	1
1.12. Talks to adult using single-word phrases	3	1	2	3	SR	CM	2
1.13. Talks to adult using two-word combinations	3	1	2	3	SR	CM	2
1.14. Talks to adult using full sentences.	3	1	2	3	SR	CM	2
1.15. Talks to adult about the past (e.g., last night)	4	1	2	3	SR	CM	2
1.16. Talks to adult about the future (e.g., later today)	5	1	2	3	SR	CM	2
1.17. Indicates recognition of his or her written name (e.g., on cubby, on sign-in sheet)	5	1	2	3	E	CG	
<b>2. Music</b>	<b>Age</b>	<b>Not yet</b>	<b>Some- times</b>	<b>Often/ beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
2.1. Makes vocal sounds	3	1	2	3	SR	CM	2
2.2. Claps to music or in applause	3	1	2	3	E	M	2
2.3. Imitates movements	3	1	2	3	SR	CG	2
2.4. Chooses songs or music	3	1	2	3	SR	CM	2
2.5. Uses headphones	3	1	2	3	E	A	3

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2.6. Sings songs	3	1	2	3	SR	CM	2
2.7. Follows directions in songs	3	1	2	3	E	CG	2
2.8. Dances alone	3	1	2	3	I	M	3
2.9. Participates in band or parade	3	1	2	3	E	M	1
2.10. Plays instrument	3	1	2	3	I	M	2
2.11. Dances with others	4	1	2	3	I	M	1
2.12. Varies rhythms appropriately	5	1	2	3	E	CG	2
<b>3. Bathroom</b>	<b>Age</b>	<b>Not yet</b>	<b>Some- times</b>	<b>Often/ Beyond This</b>	<b>Func<sup>d</sup></b>	<b>Dev<sup>e</sup></b>	<b>Out<sup>f</sup></b>
3.1. Indicates when wet	3	1	2	3	SR	A	3
3.2. Participates in toilet time when directed by adult	3	1	2	3	E	A	3
3.3. Washes hands with assistance	3	1	2	3	I	A	3
3.4. Sits down on toilet	3	1	2	3	I	M	3
3.5. Stays on toilet for appropriate length of time	3	1	2	3	E	A	3
3.6. Flushes toilet	3	1	2	3	I	A	3
3.7. After indicating need to go, holds it in until on toilet	3	1	2	3	E	M	3
3.8. Says (i.e., with words or signs) when he or she needs to go	3	1	2	3	SR	CM	3
3.9. Goes 2 hours without accident	3	1	2	3	E	A	3
3.10. Pulls pants up	4	1	2	3	I	A	3
3.11. Pulls pants down	4	1	2	3	I	A	3
3.12. Waits in line	4	1	2	3	E	A	1
3.13. Washes hands independently	4	1	2	3	I	A	3
3.14. Zips zipper (closes nonseparating zipper)	4	1	2	3	I	A	3
3.15. Wipes with assistance	4	1	2	3	I	A	3
3.16. Wipes independently	4	1	2	3	I	M	3
3.17. Fastens snap	5	1	2	3	I	M	3
3.18. Fastens button	5	1	2	3	I	M	3

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<b>4. Outside</b>	<b>Age</b>	<b>Not yet</b>	<b>Someti mes</b>	<b>Often/ Beyond this</b>	<b>Func<sup>g</sup></b>	<b>Dev<sup>h</sup></b>	<b>Out<sup>i</sup></b>
4.1. Swings with assistance	3	1	2	3	I	M	3
4.2. Plays with objects in sandbox for at least 5 minutes	3	1	2	3	E	CG	2
4.3. Walks or otherwise moves under his or her own power (including motorized)	3	1	2	3	I	M	3
4.4. Runs	3	1	2	3	I	M	3
4.5. Plays chase	3	1	2	3	SR	S	1
4.6. Gets on swing	3	1	2	3	I	M	3
4.7. Plays in water	3	1	2	3	E	CG	2
4.8. Takes off coat	3	1	2	3	I	A	3
4.9. Lines up	3	1	2	3	E	CG	1
4.10. Gets hands dirty (for gardening, exploring, etc.)	3	1	2	3	E	A	2
4.11. Slides down slide	3	1	2	3	I	M	3
4.12. Climbs ladder on playground equipment	3	1	2	3	I	M	3
4.13. Puts on coat	3	1	2	3	I	A	3
4.14. Kicks ball	3	1	2	3	I	M	3
4.15. Plays on at least 3 pieces of playground equipment	3	1	2	3	E	A	3
4.16. Throws large ball underhand	3	1	2	3	I	M	3
4.17. Takes turns	3	1	2	3	SR	S	1
4.18. Shows interest in bugs/insects	3	1	2	3	E	CG	2
4.19. Uses words or signs	3	1	2	3	SR	CM	2
4.20. Climbs objects other than slide ladder	3	1	2	3	I	M	3
4.21. Rides tricycle	3	1	2	3	I	M	3
4.22. Engages in pretend play	3	1	2	3	E	CG	2
4.23. Walk to and from playground	3	1	2	3	I	M	3
4.24. Plays appropriately adventurously	4	1	2	3	E	A	2
4.25. Catches ball	4	1	2	3	I	M	3
4.26. Once inside, washes hands	4	1	2	3	E	A	3

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4.27. Shows interest in things that grow (flowers, trees, etc.)	5	1	2	3	E	CG	2
4.28. Throws small ball overhand	5	1	2	3	I	M	3
4.29. Swings independently	5	1	2	3	I	M	3
<b>5. Handwashing</b>	<b>Age</b>	<b>Not yet</b>	<b>Some- times</b>	<b>Often/ Beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
5.1. Follows directions	3	1	2	3	SR	S	2
5.2. Goes to sink under his or her own power (including motorized)	3	1	2	3	I	M	3
5.3. Follows whole handwashing routine with some prompts	4	1	2	3	I	CG	3
5.4. Scrubs hands under water	4	1	2	3	I	A	3
5.5. Gets paper towel	4	1	2	3	I	A	3
5.6. Wets hands	4	1	2	3	I	A	3
5.7. Puts paper towel in trash	4	1	2	3	I	A	3
5.8. Dries hands	4	1	2	3	I	A	3
5.9. Turns on water	4	1	2	3	I	A	3
5.10. Puts soap on hands	4	1	2	3	I	A	3
5.11. Turns off water with towel	5	1	2	3	I	A	3
5.12. Waits in turn as needed	5	1	2	3	E	CG	1
5.13. Follows whole handwashing routine without prompts	5	1	2	3	I	CG	3
<b>6. Circle</b>	<b>Age</b>	<b>Not yet</b>	<b>Some- times</b>	<b>Often/ Beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
6.1. Sits on floor	3	1	2	3	E	M	1
6.2. Moves during song	3	1	2	3	E	M	2
6.3. Moves to circle with no problem	3	1	2	3	E	CG	1
6.4. Moves from circle with no problem	3	1	2	3	E	CG	1
6.5. Follows directions	3	1	2	3	SR	S	2
6.6. Keeps hands and feet to him- or herself	3	1	2	3	SR	S	1

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6.7. Sings, vocalizes, or communicates in some way, while singing song	3	1	2	3	SR	CM	2
6.8. Interacts with adults	3	1	2	3	SR	CM	1
6.9. Interacts with peers	3	1	2	3	SR	CM	1
6.10. Waits to take turn	3	1	2	3	E	CG	1
6.11. Answers questions	3	1	2	3	SR	S	2
6.12. Discusses things from the past	5	1	2	3	SR	CG	2
<b>7. Meals/Snack</b>	<b>Age</b>	<b>Not yet</b>	<b>Some-times</b>	<b>Often/ Beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
7.1. Sits in chair	3	1	2	3	E	M	3
7.2. Eats a variety of foods	3	1	2	3	E	A	3
7.3. Feeds self with spoon	3	1	2	3	I	A	3
7.4. Feeds self with fork	3	1	2	3	I	A	3
7.5. Keeps hands out of others' plates	3	1	2	3	SR	A	1
7.6. Uses words or signs	3	1	2	3	SR	CM	2
7.7. Asks for more	3	1	2	3	SR	CM	3
7.8. Goes to meal/snack with no problem	3	1	2	3	E	CG	1
7.9. Leaves meal/snack with no problem	3	1	2	3	E	CG	1
7.10. Drinks from open cup	3	1	2	3	I	A	3
7.11. Responds to adults' initiations	3	1	2	3	SR	CM	1
7.12. Responds to peers' initiations	3	1	2	3	SR	CM	1
7.13. Says, "No," or otherwise refuses offer	3	1	2	3	SR	CM	3
7.14. Asks for things other than "more"	3	1	2	3	SR	CM	2
7.15. Initiates interactions with adults	3	1	2	3	SR	S	1
7.16. Initiates interactions with peers	3	1	2	3	SR	S	1
7.17. Clears away own plate and cup	3	1	2	3	E	A	3
7.18. Stays in seat for appropriate amount of time	4	1	2	3	E	A	1
7.19. Serves self from serving bowl	4	1	2	3	I	A	3
7.20. Waits for his or her turn	4	1	2	3	E	CG	1

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7.21. When appropriate, asks for help (not too early, not too late)	4	1	2	3	SR	CM	3
7.22. When faced with challenge, persists	5	1	2	3	E	CG	3
<b>8. Teacher-Led Small Group</b>	<b>Age</b>	<b>Not yet</b>	<b>Some-times</b>	<b>Often/ Beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
8.1. Follows directions	3	1	2	3	SR	CG	2
8.2. Attends while others are talking	3	1	2	3	E	CM	1
8.3. Goes to activity with no problem	3	1	2	3	E	CG	1
8.4. Leaves activity with no problem	3	1	2	3	E	CG	1
8.5. Uses materials appropriately	3	1	2	3	E	CG	2
8.6. Uses words or signs	3	1	2	3	SR	CM	2
8.7. Answers questions	3	1	2	3	SR	CM	2
8.8. Interacts with peers	3	1	2	3	SR	S	1
8.9. Takes turns	3	1	2	3	E	CG	1
8.10. Shares items	3	1	2	3	SR	S	1
8.11. Stays with activity for appropriate amount of time	4	1	2	3	E	CG	1
8.12. Completes tasks	4	1	2	3	E	CG	2
8.13. Cleans up	4	1	2	3	E	A	2
<b>9. Tooth Brushing</b>	<b>Age</b>	<b>Not yet</b>	<b>Some-times</b>	<b>Often/ Beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
9.1. Holds brush in hand	3	1	2	3	I	M	3
9.2. Spits in sink	3	1	2	3	I	A	3
9.3. Follows directions	3	1	2	3	SR	CG	2
9.4. Wipes mouth with towel	3	1	2	3	I	A	3
9.5. Steps up on to stepstool, if needed	3	1	2	3	I	M	3
9.6. Waits for turn	3	1	2	3	E	CG	1
9.7. Asks for help, if needed	3	1	2	3	SR	CM	3
9.8. Imitates	3	1	2	3	SR	CG	2
9.9. Puts away toothbrush	4	1	2	3	I	A	3

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9.10. Turns water on and off	4	1	2	3	I	A	3
9.11. Puts toothpaste on brush	4	1	2	3	I	A	3
9.12. Brushes all teeth	4	1	2	3	I	A	3
9.13. Rinses mouth	4	1	2	3	I	A	3
9.14. Removes and replaces toothpaste cap	4	1	2	3	I	A	3
<b>10. Story</b>	<b>Age</b>	<b>Not yet</b>	<b>Some-times</b>	<b>Often/ Beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
10.1. Sits appropriately, on chair or carpet	3	1	2	3	E	M	1
10.2. Sits beside peers, without bothering them	3	1	2	3	SR	S	1
10.3. Looks at picture books when invited to do so	3	1	2	3	E	CG	2
10.4. Answers questions	3	1	2	3	SR	CM	2
10.5. Follows directions	3	1	2	3	SR	CG	2
10.6. Takes turns answering questions	3	1	2	3	E	CG	1
10.7. Responds to directions in story	3	1	2	3	E	CG	2
10.8. Interacts back and forth with adult during shared book reading (usually one on one)	3	1	2	3	SR	CM	1
10.9. Attends for appropriate amount of time	4	1	2	3	E	CG	2
10.10. Repeats familiar text	4	1	2	3	SR	CM	2
10.11. Acts out scenes in book or story	4	1	2	3	E	CG	2
10.12. “Reads” by telling story from book	4	1	2	3	E	CG	2
10.13. Looks at books without being invited or told to	4	1	2	3	E	A	2
10.14. Talks about characters’ emotions	5	1	2	3	SR	CG	2
10.15. Looks at book with peer	5	1	2	3	SR	S	1
<b>11. Nap</b>	<b>Age</b>	<b>Not yet</b>	<b>Some-times</b>	<b>Often/ Beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
11.1. Stays on mat/cot for appropriate amount of time	3	1	2	3	E	A	1
11.2. Sleeps	3	1	2	3	E	A	3
11.3. Stays on mat/cot without adult at the side	3	1	2	3	I	A	3

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11.4.	Plays quietly when not sleeping	3	1	2	3	E	A	1
11.5.	Stays on mat/cot without calling out or making excessive noise	3	1	2	3	SR	A	1
11.6.	Goes to mat/cot with no problem	3	1	2	3	E	CG	3
11.7.	At the end of nap, leaves mat/cot with no problem	3	1	2	3	E	CG	3
<b>12. Free Play/Centers</b>		<b>Age</b>	<b>Not yet</b>	<b>Sometimes</b>	<b>Often/ Beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
12.1.	Chooses objects to play with	3	1	2	3	SR	CM	2
12.2.	Plays with objects repetitively (e.g., banging)	3	1	2	3	E	CG	2
12.3.	Plays alone	3	1	2	3	SR	S	1
12.4.	Plays with similar objects beside another child (parallel play)	3	1	2	3	SR	S	1
12.5.	Plays with objects the way they were intended to be used (functional play)	3	1	2	3	E	CG	2
12.6.	Makes choices offered by adult	3	1	2	3	SR	CM	2
12.7.	Asks adult to play	3	1	2	3	SR	CM	1
12.8.	Joins one or more other children	3	1	2	3	SR	S	1
12.9.	Uses words or signs	3	1	2	3	SR	CM	2
12.10.	Pretends to have a tea party or meal	3	1	2	3	E	CG	2
12.11.	Puts away materials upon request	3	1	2	3	SR	S	2
12.12.	Plays with another child but not to accomplish a goal (associative play)	3	1	2	3	SR	S	1
12.13.	Asks for help	3	1	2	3	SR	CM	3
12.14.	Asks peer to play	3	1	2	3	SR	S	1
12.15.	Matches colors	3	1	2	3	E	CG	2
12.16.	Matches shapes	3	1	2	3	E	CG	2
12.17.	Matches letters, animals, or other concepts	3	1	2	3	E	CG	2
12.18.	Points	3	1	2	3	SR	CM	2
12.19.	Fits objects into spaces (e.g., puzzles, shape sorters)	3	1	2	3	E	CG	2

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12.20. During play with others, waits	3	1	2	3	E	CG	1
12.21. In pretend play, dresses and undresses	3	1	2	3	E	CG	2
12.22. Makes things (e.g., representational drawing, blocks together to make train, stacking objects to make house; not fitting objects into spaces)	4	1	2	3	E	CG	2
12.23. Plays with another child to accomplish a goal (cooperative play)	4	1	2	3	SR	S	1
12.24. Solves problems with peers, in conflict	4	1	2	3	SR	S	2
12.25. Plays with objects, pretending one thing is something else	4	1	2	3	E	CG	2
12.26. Puts away materials without being told	4	1	2	3	E	A	2
12.27. Asks for turn	4	1	2	3	SR	S	1
12.28. When faced with a challenge, persists	5	1	2	3	E	CG	2
12.29. Pretends to be someone (e.g., police officer, doctor), not tea party or meal	5	1	2	3	E	CG	2
12.30. Completes play schema (i.e., doesn't leave in mid-play)	5	1	2	3	E	CG	2
12.31. Makes play plan (i.e., uses words to say what will happen)	5	1	2	3	E	CG	2
<b>13. Departure</b>	<b>Age</b>	<b>Not yet</b>	<b>Sometimes</b>	<b>Often/ Beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
13.1. Acknowledges person picking him or her up	3	1	2	3	SR	S	1
13.2. Goes to transport vehicle under own steam	3	1	2	3	I	M	3
13.3. Waits in line for appropriate amount of time to leave room	3	1	2	3	E	CG	1
13.4. Collects belongings	3	1	2	3	I	A	3
13.5. Says good-bye	3	1	2	3	SR	CM	1
13.6. Puts on jacket	3	1	2	3	I	A	3
13.7. Leaves classroom or playground with no problem	3	1	2	3	E	CG	3
13.8. Begins departure routine with no problem	3	1	2	3	E	CG	1
13.9. Cleans up play materials	4	1	2	3	I	A	1
13.10. Points to name on sign-out sheet	4	1	2	3	SR	CG	2
13.11. Talks about future (e.g., when returning, that night)	5	1	2	3	SR	CM	2

<sup>a</sup> Functional domain: E = engagement, I = independence, SR = social relationships

<sup>b</sup> Developmental domain: A = adaptive, CG = cognitive, CM = communication, M = motor, S = social

<sup>c</sup> Outcomes: 1 = positive social relations, 2 = acquiring and using knowledge and skills, 3 = taking action to meet needs

