

PROFILE ACROSS ROUTINES OF ENGAGEMENT (PARE)

Each question is related to functioning **in the routine being discussed**. Score ✓ (observed), ± (somewhat, sort of), - (missed), NA (not applicable).

Function Areas	Routine							
Engagement								
Do I know how the child participates in this routine?								
How does the child spend most of his or her time?								
How sophisticated is the child's engagement? (Nonengaged, low level, OK, high level—solving problems, persisting)								
How long does the child stay with an activity (not long enough, too much, enough?)								
How is the child doing things (repetitively or does he or she do different things)?								
How does the child handle challenges/difficulties?								
Independence								
What does the child do by him- or herself vs. need help with?								
What does the child do when left to participate without help?								
How does the child indicate a need for help?								
How does the child respond when the parent help him or her?								

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How important is it to the parent that the child do things on his or her own?								
What would the parent like to see your child doing more independently?								
<i>Social Relationships</i>								
How does the child communicate?								
How does the child respond to communication from others?								
How does the child express him- or herself?								
How sophisticated is the child's communication?								
What communication mode does the child use?								
How easy is it for the child to be understood?								
How does the child get along with others?								
How cooperative is the child?								
How much does the child initiate interactions?								
How interested is the child in others?								
How does the child respond to correction from adults?								
What kind of correction do adults provide?								