

# Thinking More about Personal Care Routines



## ECERS-R

**Purpose:** This document addresses many of the requirements found in the Personal Care Routines subscale. The focus is primarily on indicators at the 3, 5, and 7 level. It is important to review each item entirely to ensure that no indicator at the 1 or “inadequate” level apply to the classroom. Answering the questions and referring to the ECERS-R will build familiarity with requirements, while offering a chance to reflect on current practices and situations.

**Preparation:** Refer to the ECERS-R (spiral bound edition published in 2005) when completing the questions. To better understand the scale format and structure, review the instructions for scoring on pages 5-6 in the ECERS-R and the definition of common terms on pages 6-7. It will also be helpful to refer to a copy of the most current NC Additional Notes (available at [ncrlap.org](http://ncrlap.org)). There are many questions, so completing them all will likely take several reflection/review sessions.

The items included here consider preschool classroom routines for arrival and departure, eating, resting, toileting/diapering, health practices, and safety of the children’s environment. These considerations and practices help maintain sanitary conditions to prevent illness for children and teachers, and provide a safe environment for children to learn. Additionally, they consider opportunities during routine care to promote independence, support learning, and build relationships.

### Tips:

- If you are confused about a question, look at the item in the ECERS-R and check any Notes for Clarification or NC Additional Notes to identify the specific indicator and requirement to which it refers.
- Describe the current practices that occur when answering the questions. Remember, this is not about a “right answer” but rather a way to build understanding about what occurs every day. In the reflection section at the end, it can be helpful to add ideas about future plans or changes.
- Using the worksheet on an ongoing basis can help verify that routines continue to maintain sanitary practices and safety concerns are addressed. Also, it helps ensure that children have opportunities to learn and have positive interactions during routines, as well as in play. When considering routines like handwashing, meal preparation, toileting, and nap, it is most helpful for all adults in the classroom to have a common understanding of requirements.
- Answering the questions with someone else (co-teachers, administrators, technical assistance specialists, etc.) promotes sharing of perspectives and may draw attention to different details.

Date(s) completed: \_\_\_\_\_ Classroom name/age group: \_\_\_\_\_

Worksheet completed by: \_\_\_\_\_

### ITEM 9 Greeting/departing (p. 22-23)

Describe the procedures for arrivals and departure: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Do greetings occur for each parent and child? **Y / N**

What is discussed with the parents during arrivals and departures? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Are there ways children are helped to become involved in activities after they arrive? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

When other staff enter the classroom to offer assistance, do they greet the children? **Y / N**

At the end of the day before they leave, are children still busy with activities? **Y / N**

**During the pandemic 2021:** Even if you do not see parents each day because of pandemic restrictions, are there ways you communicate with them throughout the week about their children? How does this occur?

\_\_\_\_\_  
\_\_\_\_\_

### ITEM 10 Meals/Snacks (p. 24-25)

There are \_\_\_\_\_ meals and \_\_\_\_\_ snacks served each day.

Does the meal/snack schedule seem to meet the children's needs (e.g., they do not ask for food earlier and tend to eat much of what they are served)? **Y / N**

Does the meal/snack schedule meet the requirements based on your program's operating hours (see the Notes for Clarification on page 25)? **Y / N**

If the program provides meals/ snacks look at the menu for this week and the USDA meal guidelines. Are all the required food components present for each meal or snack? **Y / N / NA**

For classrooms with special food considerations, such as allergies or family preferences, consider the following:

Is this information posted in spaces where children eat, so that all adults who work with children are aware? **Y / N** If **yes**, where is it located? \_\_\_\_\_

What food substitutions are made? \_\_\_\_\_

Do substitutions meet USDA guidelines OR is a doctor's note provided that specifies what should be served? **Y / N**

For table sanitation, before and after meals/snacks:

Are they cleaned with soapy water and wiped dry with a single use paper towel or clean cloth? **Y / N**

Are they sprayed with sanitizer? **Y / N** The sanitizer is allowed to air dry or stay on the surface for at least \_\_\_\_ minutes before it is wiped off.

Proper handwashing includes the use of running water and soap.

Do children wash hands before and after meals and snacks? **Y / N**

Do teachers and staff wash hands before and after meals/snacks? **Y / N**

If applicable, are children with disabilities included at table with the other children? **Y / N / NA**

Think about the transition process before and after meals/snacks, how long do children wait to wash their hands or at the tables before/after eating? \_\_\_\_\_

What strategies are used to help the transitions go smoothly? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Does anyone sit with the children and have conversations with them? **Y / N** If yes, what sorts of topics are discussed and describe some recent examples? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How are children's self-help skills promoted during meals/snacks? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**ITEM 11 Nap/rest (p. 26–27)**

Does the nap/rest schedule seem to meet the children's needs (e.g., they are rarely tired much earlier than nap time, most rest easily)? **Y / N**

If a child is tired before the scheduled nap time or is not sleepy then, what options are offered? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Are nap provisions stored so that sleep surfaces and different children's items are not touching each other or the floor? **Y / N**

Are nap provisions stored in an area that is convenient and easy to access? **Y / N**

When children are resting, mats or cots are placed at least \_\_\_\_\_ feet apart or are separated by a solid barrier that extends the full length of the sleep surfaces.

Describe the teachers' role in supervision and any interactions that occur to help children relax:

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Describe the transition to nap, including any changes that are made to create a restful environment: \_\_\_\_\_

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### ITEM 12 Toileting/diapering (p. 28–29)

Are basic provisions provided for toileting routines (e.g., toilet paper, soap and running water, individual paper towels)? **Y / N**

Does the schedule for toileting/diapering seem to meet children's needs (no toileting accidents related to the schedule, no extended periods between pull-up or diaper changes)? **Y / N**

For children wearing diapers or pull-ups, describe the system in place that ensures diaper changes or bathroom visits every 2 hours? \_\_\_\_\_

Diaper/pull-up procedures (skip the next questions if not applicable):

Are all diapering supplies prepared before the child is brought to the diapering table/area? **Y / N**

Is the soiled diaper properly removed and disposed of in a hands-free, covered trash can? **Y / N**

Are the teacher's and child's hands cleaned with a disposable wipe before the child is redressed in their clean diaper and clothing? **Y / N**

Consider the sanitary steps taken if any child's diaper/pull-up is changed in a standing position, rather than on a diapering table. Are there procedures in place to reduce the spread of germs during these types of changes? **Y / N** Hint: Think about preparation of supplies, placement and disposal of soiled diapers, and how much involvement there is in the process of cleaning the child.

If a diapering surface (e.g., mat or changing table) is used:

Is it cleaned with soapy water and wiped dry with a single use paper towel or clean cloth? **Y / N**

Is it sprayed with disinfectant? **Y / N** The disinfectant is allowed to stay on the surface for at least \_\_\_\_\_ minutes before it is wiped off.

Regarding handwashing, do children wash hands after toileting or diapering routines? **Y / N**

Do staff wash hands after assisting with toileting/dressing or after completing the diapering process? **Y / N**

For classrooms with a separate sink used only for handwashing related to toileting/diapering handwashing, is it consistently used in this manner throughout the day? **Y / N**

When one sink is used for all types of handwashing, is there a process to disinfect the sink(s) used for handwashing after toileting/diapering before other types of handwashing occur? **Y / N**

Describe the teacher's role in supervision and interactions with children during toileting/diapering: \_\_\_\_\_

Are the toileting provisions convenient to the classroom? **Y / N**

Are the sink(s) and toilet (if used) low enough to be used by most of the children? **Y / N**

Describe how children's self-help skills are promoted during toileting/diapering: \_\_\_\_\_

### ITEM 13 Health practices (p. 30-31)

Is smoking prohibited in all areas used for childcare? **Y / N**

Does handwashing occur for both children and adults at the following times:

- Upon arrival
- After being outdoors
- After messy play with materials that are moist, sticky, or leave residue
- Before and after water play
- After contact with bodily fluids
- After touching potentially contaminated surfaces, like trashcan lids or pets

If hand sanitizer is used, does this **ONLY** occur when soap and running water are not available, such as when outdoors? **Y / N / NA** Is it kept out of reach of children and only used with supervision? **Y / N / NA**

In addition to handwashing, what other actions are taken to reduce the spread of germs (Hint: see the Notes for Clarification on page 31 for examples, also consider the design of the trashcan and lid and how often mouthed toys are removed and cleaned): \_\_\_\_\_

Year round, are children dressed appropriately for conditions indoors and outdoors? **Y / N**

What considerations are made for different seasons, weather conditions, and everyday activities (e.g., smocks, clothing, etc.)? \_\_\_\_\_

What is done if children's faces or hands get messy or their clothing becomes wet or soiled at school? \_\_\_\_\_

Describe how teachers model and teach children good health practices: \_\_\_\_\_

\_\_\_\_\_

Are there ways children are taught to manage their health practices independently? **Y / N** List examples:

\_\_\_\_\_

Do children brush their teeth? **Y / N**

Are toothbrushes stored so they do not touch and can air dry? **Y / N**

### ITEM 14 Safety practices (p. 32–33)

Are there provisions for emergencies and what are they (Hint: see page 32 for examples)? \_\_\_\_\_

\_\_\_\_\_

Check for safety hazards in all indoor and outdoor spaces used by children. Are any of the following common hazards present? Please note this is not a complete list of possible hazards.

#### Indoors

- Uncovered electrical outlets or loose electrical cords
- Items labeled “keep out of reach of children” accessible
- Disinfectant or sanitizer sprayed when children are nearby
- Choking hazards (children under 3) or food choking hazards (children under 4) are present

**Outdoors** – Hint: *Refer to the document NCRLAP’s Requirements for Gross Motor Space and Equipment for specific measurements.*

- Not enough cushioning under gross motor equipment
- Fall zones are not large enough around gross motor equipment
- Equipment spacing is too close
- Outdoor space is not fully fenced, or fence height is less than 4 ft.

Were any additional safety concerns noted that may require action/modification? If so, describe: \_\_\_\_\_

\_\_\_\_\_

Describe the teachers’ role in supervision, both indoors and outdoors: \_\_\_\_\_

\_\_\_\_\_

Describe ways teachers monitor and take action to prevent or avoid possible hazards: \_\_\_\_\_

\_\_\_\_\_







# Thinking More about Language and Interactions



## ECERS-R

**Purpose:** This document addresses many of the requirements found in the Language-Reasoning and Interaction subscales. The focus is primarily on indicators at the 3, 5, and 7 level. It is important to review each item entirely to ensure that no indicator at the 1 or “inadequate” level applies. Answering the questions and referring to the ECERS-R will build familiarity with requirements, while offering a chance to reflect on current practices and situations.

**Preparation:** Refer to the ECERS-R (spiral bound edition published in 2005) when completing the questions. To better understand the scale format and structure, review the instructions for scoring on pages 5-6 in the ECERS-R and the definitions of common terms on pages 6-7. It will also be helpful to refer to a copy of the most current NC Additional Notes (available at [ncrlap.org](http://ncrlap.org)). There are many questions, so completing them all will likely take several reflection/review sessions.

The items included here consider many aspects that relate to promoting children’s development and building relationships. Responsive interactions for all children, including those with disabilities, is key. There is much focus on staff language and interactions with children throughout the day. This includes during various routines, as well as different types of activities, such as those that are social, instructional, planned, and spontaneous. Attention is given to warm and respectful interactions and promoting social skill development. The important work that teachers do to supervise and guide children for safety and teaching purposes is recognized.

### Tips:

- If you are confused about a question, look at the item in the ECERS-R and check any Notes for Clarification or NC Additional Notes to identify the specific indicator and requirement to which it refers.
- Describe the current practices that occur when answering the questions. Remember, this is not about a “right answer” but rather a way to build understanding about what occurs every day. In the reflection section at the end, it can be helpful to add ideas about future plans or changes.
- Using the worksheet on an ongoing basis can help verify that children experience enriching, positive, and age-appropriate language and interactions. Additionally, this process emphasizes how interactions, social communication, and guidance contribute to positive relationships for all children.
- This document is likely to be used by teachers, administrators, and technical assistance specialists. Answering the questions with someone else promotes sharing of perspectives and may draw attention to different details.

Date(s) completed: \_\_\_\_\_ Classroom name/age group: \_\_\_\_\_

Worksheet completed by: \_\_\_\_\_

**ITEM 16 Encouraging children to communicate (p. 36)**

List materials provided for children’s play that encourage communication. Hint: Examples of materials are mentioned in the Notes for Clarification and indicator on page 36.

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\_\_\_\_\_  
\_\_\_\_\_

Think about activities that encourage children’s communication. Hint: Examples are included in the Notes for Clarification and indicators on page 36.

What activities encourage children’s communication during free play? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What activities encourage children’s communication during group times? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Are there ways communication is responsive and adjusted to be specific to each child’s needs (e.g., listen to children’s responses, offer words or prompts based on child needs, allow time to respond, use increasingly complex vocabulary, etc.)? **Y / N** If **yes** describe: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Do teachers write down what children say and show them what is written? **Y / N**

How or when is this done? \_\_\_\_\_

**ITEM 17 Using language to develop reasoning skills (p. 37)**

For this item and item 18, answer questions based on teachers’ language and how it varies based on children’s ages/abilities, and what they are doing or have ideas about. There are not specific responses or knowledge expected from the children.

Some examples of logical concepts are same/different, matching, sequencing, and cause and effect. Additional examples of the types of concepts considered in this item are listed in the Notes for Clarification on page 37.

Describe how reasoning and logical concepts **are related to daily events** (e.g., talking about the schedule and figuring out what comes next, first, or second; during meals talking about similarities in colors or textures of foods, etc.):

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How are **new concepts introduced** (e.g., when does this occur, what words are used, are concrete examples are provided for children)?

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How are logical concepts talked about when **children use materials** (e.g., comparing characteristics, describing what children are doing with them)?

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Do teachers **use real events and experiences** to encourage children to reason and notice/apply logical concepts (e.g., Why are there shadows on the playground today, but not inside?)? **Y / N** If **yes**, list a few recent examples:

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Describe how logical concepts are introduced based on **children' ideas, questions, or problem-solving efforts** during daily events (e.g., child asks why sand is stuck in funnel and the differences between wet and dry sand are mentioned)?

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Give recent examples when teachers have encouraged children to **explain their thought processes while solving a problem** (e.g., how they figured something out, why they decided to move something, etc.):

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Now think about *each* type of interaction described above and if all of them occur multiple times throughout the day. Do some interactions tend to occur at certain times more than others and what are some ways that logic and reasoning can be added into daily events or activities?

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**ITEM 18 Informal use of language (p. 38)**

Hint: For this item, consider only the interactions that occur at times other than group times.

Do adult-child conversations with multiple exchanges, beyond a question with a single response, occur frequently throughout the day? **Y / N** With all of the children? **Y / N**

Throughout the day, is most of the teachers' language used to exchange information and for social purposes? **Y / N**

Describe recent conversations between adults and children during play times:

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Describe recent conversations between adults and children during routines:

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If applicable, how are children with disabilities helped to communicate with their peers?

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List examples of how teachers expand on or add information to children's words and statements:

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Describe how social communication between children is encouraged:

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Are children frequently asked open-ended questions that elicit longer, more complex answers? **Y / N** List some examples of questions that children have been asked recently:

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**ITEM 29 Supervision of gross motor activities (p. 58)**

Are there areas of the gross motor space(s) indoors or outdoors that are more difficult to supervise? **Y / N**

Describe plans to ensure all children can be seen and to prevent dangerous situations: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe interactions between adults and children during gross motor play: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do teacher interactions during gross motor times build on children’s ideas as they play? **Y / N**

Do children ever require help to use equipment? **Y / N** If so, what is done to help them? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Describe any resources used to enhance gross motor play: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How are children’s social interactions supported during gross motor play? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ITEM 30 General supervision of children (other than gross motor) (p. 59)**

Are there areas of the classroom that are more difficult to supervise? **Y / N** If **yes**, describe the challenges and ideas to minimize barriers: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe plans/actions to make sure all children can be seen, including when a teacher is working with a child or small group during play times: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How is supervision adjusted to meet the different needs of each child in the group? Consider younger children or those that are more active vs. children who are older or more independent. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe recent interactions between adults and children during play times:

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What happens when children have difficulty becoming engaged or using materials?

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Are children’s efforts, in addition to their accomplishments acknowledged? **Y / N** How so?

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Is there a balance between children’s independent play and staff offering input into their activities? **Y / N**

How is children’s independence and exploration supported during play times? \_\_\_\_\_

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**ITEM 31 Discipline (p. 60)**

No severe discipline methods such as physical punishment or control are used. **Y / N**

Are expectations for children’s behavior adjusted based on their age and developmental levels? **Y / N**

Describe non-punitive guidance strategies used to address challenging or unwanted behaviors:

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Describe strategies used to address conflicts between children: \_\_\_\_\_

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If guidance strategies are not effective and the behaviors continue, what happens next? \_\_\_\_\_

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Are children involved in helping to find solutions, as appropriate, during conflicts or challenging situations?

**Y / N** If **yes**, list a few recent examples: \_\_\_\_\_

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Think about how the classroom is **set up** (e.g., daily schedule, space and arrangement, types of materials) and how these different aspects can impact behaviors? Consider these questions:

Does the layout of the classroom reduce interruptions and discourage running? **Y / N**

Is there separation between active and quiet areas to help reduce distraction? **Y / N**

Are transition strategies used to reduce waiting times and keep children engaged? **Y / N**

If **yes**, list some strategies used: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Does the daily schedule provide ample free play time that allows children to have prolonged, meaningful play experiences? **Y / N**

Is there ample time scheduled for active and energetic play? **Y / N**

Are there duplicates of popular materials or a system used to help children with turn-taking? **Y / N**

Is there a variety of interesting choices in all areas to keep children busy and engaged? **Y / N**

If **no**, list any areas where additional materials or changes may encourage more use of an area or reduce conflict: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List any regularly planned activities intended to help children with social skills: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Are there outside professionals to help if there is a child with very difficult or unusual behaviors? **Y / N** If **yes**, list options for the program: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ITEM 32 Staff-child interactions (p. 61)**

Think about how teachers interact with the children, including during positive, challenging, and neutral situations:

Do interactions with children include enthusiasm, affection, and/or appreciation? **Y / N**

Are most, if not all teacher responses supportive and warm? **Y / N** Are they respectful? **Y / N**

Are responses to strong emotions sympathetic, even when the feelings occur during challenging behaviors? **Y / N**

Describe recent examples of what happened when a child was angry or upset? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is appropriate physical contact used to show warmth to children? **Y / N** If **yes**, in what ways does this occur? \_\_\_\_\_  
\_\_\_\_\_

Describe how teachers model respect and promote mutual respect between children and adults:  
\_\_\_\_\_  
\_\_\_\_\_

**ITEM 33 Interactions among children (p. 62)**

How are children's interactions with each other encouraged? \_\_\_\_\_  
\_\_\_\_\_

Do children get along well with one another? **Y / N**  
What happens when children are having difficulties getting along? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do these responses encourage appropriate interactions and behavior (e.g., tell them what to do, instead of what not to do)? **Y / N**

Are children encouraged and helped to solve their own problems with their peers? **Y / N**

How do staff model positive social skills for the children?  
\_\_\_\_\_  
\_\_\_\_\_

Are children encouraged to work together during play or other daily activities? **Y / N** Describe what occurs and when:  
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### Want to find out more?

Not all ECERS-R indicators are covered in this worksheet, so review the ECERS-R carefully and seek out other resources, as needed, since relying on these questions alone to prepare for an assessment will not be sufficient. We encourage you to review other resources found on the [ncrlap.org](http://ncrlap.org) website to stay informed about any updates and continue to build your understanding of the ECERS-R and the assessment process. For example:

- Look for general information about the assessment process and also specific ECERS-R resources. These resources may offer ideas about what to focus on or supplement ideas you were already considering.
- Check out the answers to Frequently Asked Questions or send a new question to [ncrlap@uncg.edu](mailto:ncrlap@uncg.edu).
- Register for free online training webinars. Some are live webinars; others are pre-recorded and offer training credits (contact hours). Call 1-866-362-7527 or register online at [ncrlap.org](http://ncrlap.org).

When planning for program enhancement, always consider the unique features of the classroom and facility such as ages and abilities of the children enrolled, the number of teachers in the classroom, and overall goals and/or philosophy. Programs may also seek advice from their DCDEE Child Care Consultant, local CCR&R and/or Smart Start Partnerships, or other child care agencies.

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Greensboro, NC 27402  
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Toll-free: 1-866-362-7527



### References:

Harms, T., Clifford, R., & Cryer, D. (2005). Early childhood environment rating scale. (Revised edition). New York, NY. Teachers College Press.  
NC Additional Notes (n.d.). Retrieved from <http://www.ncrlap.org>.

# Thinking More about Program Structure



## ECERS-R

**Purpose:** This document addresses many of the requirements found in the Program Structure subscale. The focus is primarily on indicators found at the 3, 5, and 7 level. It is important to review each item entirely to ensure that no indicator at the 1 or “inadequate” level applies to the classroom. Answering the questions and referring to the ECERS-R will build familiarity with requirements, while offering a chance to reflect on current practices and situations.

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The items included consider many aspects related to maintaining awareness about how the classroom structure contributes to children’s opportunities to explore, learn, and become increasingly independent. There is a focus on the ways classroom structure creates a predictable sequence of events that include regular routines, significant opportunities for complex play, smooth transitions, ample time for interactions with adults and peers, responsive group activities, and inclusion of children with disabilities. These aspects provide a strong foundation for fun and enriching experiences, and strong relationships.

### Tips:

- If you are confused about a question in the worksheet, look at the item in the ECERS-R and any notes to identify the specific indicator and requirement to which it refers.
- Describe the current and actual practices that occur when answering the questions. Remember, this is not about a “right answer” but rather a way to build understanding about what occurs every day. In the reflection section at the end, it can be helpful to add ideas about future plans or changes.
- Using the worksheet on an ongoing basis can help verify that the classroom structure is supportive and developmentally appropriate. This process also emphasizes how specific aspects of program structure support the teachers in providing experiences that are positive and enriching.
- Answering the questions with someone else (co-teachers, administrators, technical assistance specialists, etc.) promotes sharing of perspectives and may draw attention to different details.

Date(s) completed: \_\_\_\_\_ Classroom name/age group: \_\_\_\_\_

Worksheet completed by: \_\_\_\_\_

**ITEM 34 Schedule (p. 63)**

Do children experience a familiar daily schedule? **Y / N**

Is there a written schedule posted in the classroom? **Y / N**

Does play occur for at least one hour indoors every day? **Y / N**

Does play occur for at least one hour outdoors, every day, weather permitting? **Y / N** (Hint: See Terms Used Throughout the Scale on page 7 of the ECERS-R for a definition of “weather permitting” and/or refer to the Child Care Weather Watch Chart at [ncrlap.org](http://ncrlap.org)).

What conditions prevent outdoor play from occurring?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who is involved in making decisions about when outdoor play will occur and how are decisions made?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is there active gross motor play every day, including indoors when weather prevents outdoor play? **Y / N**

Does the daily schedule include both teacher-led and child-initiated play activities? **Y / N** If **yes**, give a few examples of each type of play.

Teacher-led:

Child-initiated:

_____	_____
_____	_____
_____	_____

What is the total amount of time that some type of play occurs each day? \_\_\_\_\_

Is this at least one-third of the program’s operating hours? **Y / N**

What is done to reduce waiting or keep children engaged during transitions?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Does this prevent transitions where children must wait for more than 3 minutes at a time without activities? **Y / N** If **no**, what other strategies could be helpful?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is there any flexibility in the schedule? When and what does this look like?

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Is the schedule ever adapted to accommodate a child's individual needs? **Y / N** If **yes**, give a few examples of when this is mostly like to occur:

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### ITEM 35 Free Play (p. 64)

Hint: Only times when children can choose both the materials they use and peers to interact with, are considered free play.

Does free play occur indoors each day? **Y / N**

Does free play occur outdoors each day, weather permitting? **Y / N**

How long does free play last indoors? \_\_\_\_\_ Outdoors? \_\_\_\_\_

When combined, are these times at least one-third of the program's daily operating hours? **Y / N**

During free play times both indoors and outdoors, consider the supervision that occurs. Does it (check all that apply):

- Protect children's health and safety?
- Facilitate children's play by helping with use of materials, offering additional materials to support their play, etc.?
- Provide educational interactions related to their play such as problem solving, adding information and new ideas, encouraging children to talk more about their activities?

During times children are playing, are there many types of materials and equipment for them to use? **Y / N**

Is this true for both indoor and outdoor materials and equipment? **Y / N**

Are all classroom centers or areas of the playground always open during play times? **Y / N** If **no**, for what reason are they closed and for how long?

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Are there play and learning materials to rotate or add during free play times? **Y / N**

How often is something added or rotated? \_\_\_\_\_

Do any of the new/rotated materials relate to the current topics of interest or classroom themes?

**Y / N** If **yes**, give some examples: \_\_\_\_\_  
\_\_\_\_\_

### ITEM 36 Group Time (p. 65)

Hint: This item considers large and small group teacher-directed activities, self-selected small group play, individual play, and routine care.

List the times and lengths of typical whole-group or circle time activities:

_____	_____
_____	_____
_____	_____

What types of activities or topics are used during group times? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Is the length of group time based on children's interest and engagement? **Y / N** If children are not interested, how is this handled? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Are there plans for individual and small group play times each day, in addition to planned large group times? **Y / N**

Regarding play activities, are these primarily done individually or with small groups? **Y / N**

Do children generally choose who they want to play with? **Y / N**

Are there educational interactions with children as they play individually or in small groups? **Y / N**

Does routine care occur in small groups or individually, or some of both? \_\_\_\_\_

Throughout the day, is there variety in the types of activities and groupings offered to children to help provide a change of pace? **Y / N**

### ITEM 37 Provisions for children with disabilities (p. 66)

Only complete the questions in this section if there is a child with a diagnosed disability and completed assessment or if there is a child receiving services, such as speech therapy. If there are multiple children with special needs, respond to the questions keeping each child in mind.

Do teachers have information from/about each child's assessment(s)? **Y / N**

Is each child able to fully participate in the classroom experiences? **Y / N**

Describe anything special teachers do to help each child participate:

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If professionals recommend specific activities or experiences for the child, do teachers implement these?

**Y / N** If **yes**, describe:

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Do parents and staff exchange information about a child's special needs? **Y / N** If **yes**, what topics are discussed?

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Are parents and teachers involved in joint goal setting for the child's classroom experiences? **Y / N**

How often does communication with parents occur informally and how is this done?

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Are meetings also scheduled to discuss progress, feedback, goals, etc.? **Y / N** If **yes** how often do these occur?

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Where does therapy occur?

Do teachers contribute to assessments or intervention plans, or attend IEP meetings? **Y / N**

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**Reflection for future planning:** After completing this worksheet, it can be helpful to go back and think about the answers. Were there any questions that were answered no instead of yes? Are there any specific areas where improvements could be made? Use the space below to reflect on your answers and list any plans or ideas related to making positive changes.

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