



# Thinking More about Learning Materials

## ITERS-R WORKSHEET

**Purpose:** This document is intended to assist programs in understanding many requirements of the Activities Subscale, in order to ensure that they are providing children with developmentally appropriate care. This worksheet does not cover every indicator related to the activities items; therefore, relying on this worksheet alone to prepare for an assessment will not be sufficient. This is a supplementary and optional activity that is intended to highlight some of the areas that are frequently missed. It is important to review the entire item so that no indicators at the 1 or “inadequate” level apply to the classroom, and that the other requirements at the 3 or “minimal,” 5 or “good,” and 7 or “excellent” levels are met.

The Activities Subscale considers the many aspects of the early child care classroom pertaining to children’s play. The items in this subscale focus specifically on required areas, the types and quantities of materials used, the amount of time dedicated to play, any barrier that prevents children from using materials, and the interactions that occur while children are engaged in play with learning materials. The weight given to this subscale in calculating an average score supports the idea that free play with a variety of appropriate materials is critically important in fostering positive developmental outcomes for young children.

**Preparation:** In using the scale to promote best practices or to prepare for a Rated License Assessment visit, a basic understanding of the Rating Scale format is essential. Providers should ensure that teachers review the instructions on pages 5–6 of the ITERS-R and the definitions of common terms on pages 7–8. In addition, a copy of the most current NC Additional Notes (available at [www.ncrlap.org](http://www.ncrlap.org)) should be printed out and read along with each item while you fill out the worksheet.

As you document materials in the classroom, remember that assessors look at what is provided for children’s independent use. Using the worksheet can help classify materials so that you can ensure that the required types and categories of materials are present in the classroom and used with the children every day. If you are confused about a question in the worksheet, look at the item and notes and try to identify the requirement it relates to. Also remember that the ITERS-R considers each child’s individual experience; you may need to take extra steps to ensure that *all* children get to play with various materials and the different areas of your room.

As you use the worksheet, answer the questions based on the specific schedule and materials in your classroom. Use the appropriate Rating Scale and NC Additional Notes as you go, to help increase your understanding of the requirements. You may also want to contact your Division of Child Development and Early Education licensing consultant or Child Care Resource & Referral and/or Smart Start Partnership technical assistance specialist for additional information.

**ITEM 14 (P. 34)**

My classroom includes \_\_\_\_ books, in good condition, which the children can independently use.

Infant/toddler books are books that are made of \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_ (per the Notes for Clarification).

According to the Note for Clarification, I need \_\_\_\_ appropriate books out, including the following topics:

---



---



---

Times when children cannot use books include (Hint: remember to consider individual schedules for children as well as the daily classroom schedule. Are there times when individual children are prevented from using these items for more than 20 minutes for some reason due to location, restricted movement, long group times, or transitions, etc.?):

---



---



---

I read informally to individuals and/or small groups at the following times:

---



---



---

Typically, I use books with children \_\_\_\_ times a day.

**ITEM 15 (P. 35)**

The number of children enrolled in my class is \_\_\_\_; therefore, I should have \_\_\_\_ (#) of fine motor materials.

Here is a chart to list the required materials in this item. Write the materials the children use below. Please keep in mind that some materials may fit into both age group categories, if you have both age groups enrolled.

| Infants, if enrolled | Toddlers, if enrolled |
|----------------------|-----------------------|
|                      |                       |
| Total needed:        | Total needed:         |

The developmental skills stimulated by these materials include:

---

---

---

Times when children cannot use fine motor materials include:

---

---

---

**ITEM 17 (P. 38)**

\*Scored N/A, if all children are younger than 12 months and art is not used with the infants. However, if art is used with the infants, then this item is scored based on how art is implemented.

Because of the age of the children in my group, I do art \_\_\_\_\_ days a week.

I set up art activities in the following ways:

---

---

---

The types of materials that I use with the children include:

---

---

---

I facilitate the children's creativity in the following ways:

---

---

---

If children are not interested in the completing the art activity, they can:

---

---

---

**ITEM 18 (P. 39)**

The following music materials are out and can be used:

---

---

---

Times when children cannot use music materials include:

---

---

---

I sing with the children \_\_\_\_\_ time(s) per day.

I use music with the children \_\_\_\_\_ time(s) per day at the following times:

---



---

I use the following types of music:

---



---

### ITEM 19 (P. 40)

\*Scored N/A if all children enrolled are under the age of 12 months.

My group includes \_\_\_\_\_ (#) children who are 12 months or older.

There are \_\_\_\_\_ (#) different kinds of blocks that children can use.

I would describe my block area in the following ways (describe the amount of blocks, block types, number of accessories, and space):

---



---

Times when children cannot use blocks and/or block materials include:

---



---

I interact with children in the block area in the following ways.

---



---

### ITEM 20 (P. 41)

On this page and next page there are 2 charts to list the required materials in this item.

**Infants**, if enrolled (write the required categories across the top and the materials the children use below):

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |

**Toddlers**, if enrolled (write the required categories down the left column and the materials the children use on the right):

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

I organize the dramatic play materials in the following ways:

---

---

---

Times when children cannot use the dramatic play materials include:

---

---

---

I provide the following dramatic play materials outdoors:

---

---

---

I enhance dramatic play in the following ways:

---

---

---

**ITEM 21 (P. 42)**

\*Scored N/A if all the children currently enrolled are under the age of 18 months.

Describe the following (including provisions, frequency, types of accessories, and activities done).

Indoor and/or outdoor sand play:

---

---

---

Indoor and/or outside water play:

---

---

---

I ensure successful play in these areas by:

---

---

**ITEM 22 (P. 43)**

I have \_\_\_\_\_ (#) items in the classroom that children can easily see or use, that show them what nature really looks like.

I expose children to the natural world in the following ways:

Indoors:

---

---

---

Outdoors:

---

---

---

I use practical events to teach about nature/science in the following ways:

---

---

---

**ITEM 23 (P. 44)**

\*If television and computers are not used with the children, this item can be marked as nonapplicable. It is not required to provide these materials for the children; however, if either the television and/or computers are used, then the item must be scored.

Television/video programs used:

---

---

Computer programs used:

---

---

---

The total amount of time children can watch/use these programs is:

TV/video \_\_\_\_\_

Computer \_\_\_\_\_

I enhance these activities by:

---

---

---

Children who are not interested in TV/video/computer can:

---



---



---

These programs are connected to other themes in the following ways

TV/video: \_\_\_\_\_

Computer: \_\_\_\_\_

## ITEM 24 (P. 45–57)

Here is a chart to track required materials in this item.

| TYPES OF DIVERSITY ↓ | Books | Pictures | Materials |
|----------------------|-------|----------|-----------|
|                      |       |          |           |
|                      |       |          |           |
|                      |       |          |           |
|                      |       |          |           |
|                      |       |          |           |

The total number of materials in my classroom listed above is \_\_\_\_\_.

In addition to the types I've listed in the chart, I have \_\_\_\_\_ dolls in my classroom and would describe them in the following way:

---



---



---

I promote diversity in dramatic play in the following ways:

---



---



---

I include diversity in other areas in the following ways:

---



---



---

I plan and implement special activities to promote diversity, including the following:

---



---

**Other questions to consider:**

What are the specific ages of the children in your group?

---



---



---

How many children do you have enrolled in your class?

---



---



---

When considering the children that you currently have enrolled, how many of these children are considered infants? How many are considered toddlers? Hint: refer to the definitions of common terms on page 7 of the ITERS-R.

---



---



---

Are there areas of your room that the children don't use, either because you don't put the children or play materials there, or because they aren't interested? Are there ways to utilize these spaces better or make them more interesting to older children?

---



---



---

What types of learning materials, in addition to gross motor equipment, are provided outdoors?

---



---



---

**RESOURCES**

Harms, T.; Clifford, R.; & Cryer, D. (2003). *Infant/Toddler Environment Rating Scale* (Rev. ed.). New York: Teachers College Press.

NC Additional Notes (n.d.). Retrieved from <http://www.ncrlap.org>.

**NCRLAP**

University of NC at  
Greensboro

915 Northridge St.

Greensboro, NC 27403

website: [www.ncrlap.org](http://www.ncrlap.org)

email: [ncrlap@uncg.edu](mailto:ncrlap@uncg.edu)

866-362-7527 (toll-free)