

Thinking More about Personal Care Routines



ITERS-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 indicators at the 1 or “inadequate” level apply. Answering the questions and referring to the ITERS-R will build familiarity with requirements, while offering a chance to reflect on current practices and situations.

Preparation: Refer to the ITERS-R (spiral bound edition published in 2006) when completing the questions. To better understand the scale format and structure, review the instructions for scoring on pages 5-6 in the ITERS-R and the definitions of common terms on pages 7-8. It will also be helpful to refer to a copy of the most current NC Additional Notes (available at ncrlap.org). There are many questions, so completing them all will likely take several reflection/review sessions.

The items included here consider infant and toddler classroom routines for arrival and departure, eating, resting, diapering/toileting, health practices, and the environment’s safety. 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 ITERS-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 such as handwashing, surface sanitation, and provisions for eating, diapering/toileting, and sleeping, it is most helpful for all adults in the classroom to have a common understanding of the 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.
- **Reminder:** Infants are children birth-11 months and toddlers are children 12-30 months.

Date(s) completed: _____ Classroom name/age group: _____

Worksheet completed by: _____

Item 6 Greeting/departing (p.18-19)

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

Describe the procedures for arrivals and departures: _____

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

Do all parents enter the room during arrivals and departures? **Y / N**

Is any information exchanged at these times? **Y / N** Upon arrival, are details shared about children's health and/or safety? **Y / N**

What types of information is shared with parents at the end of the day? _____

If a child has trouble separating from their parent at arrival or has trouble leaving the program, how is this handled? _____

If infants are enrolled, is there a system in place to accurately record their daily routines (feeding, diapering, sleeping)? Is this information shared with parents? **Y / N / NA** How does this occur? _____

Do parents ever spend time in the classroom? **Y / N**

During the pandemic 2021: If parents don't enter the building due to pandemic restrictions, are there ways to communicate with parents and encourage them to feel part of the program? _____

ITEM 7 Meals/snacks (p. 20-21)

Are children who eat primarily solid foods offered water to drink between meals/snacks? **Y / N**

If **yes**, when does this occur? _____

Does the meal/snack schedule seem to meet the children's needs (e.g., they do not cry/ask for food earlier and are ready to eat at meal/snack times)? **Y / N**

What happens if a child is hungry earlier than the scheduled meal or snack time? _____

Does the meal/snack schedule meet the requirements based on your program's operating hours (Hint: See the NC Additional Note for this item)? **Y / N**

How is supervision handled while children are eating/drinking? Are children within arm's reach and visually supervised at all times while eating/drinking? **Y / N** If **no**, how can these times be minimized or eliminated? _____

Are children consistently seated or held while eating/drinking? **Y / N**

Does anyone sit with the children while they eat and have conversations with them? **Y / N** What sorts of things are discussed? _____

If the program provides meals/snacks, is the correct menu posted for parents? **Y / N / NA**

If **yes**, where is it posted? _____

If **yes**, look at the menu for this week and the USDA meal guidelines. Are the required food components present for each meal or snack? **Y / N**

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 any adults who work with children are aware? **Y / N** If **yes**, where is it located? _____

What food substitutions are made? _____

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

For table and high chair 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/snacks and/or holding their own bottles? **Y / N**

Do teachers and staff wash hands before and after meals and snacks or any food/bottle preparation? **Y / N**

Think about the transition process before and after meals/snacks. How long do children wait to wash hands or before/after eating? _____

What strategies are used to help the transitions go more smoothly? _____

Do teachers work with parents to coordinate children’s eating habits? **Y / N**

ITEM 8 Nap/rest (p. 22-23)

Does the nap schedule seem to meet children’s needs (e.g., they rarely cry or are 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? _____

When children are resting cribs, mats, and/or cots are placed at least _____ feet apart or are separated by a solid barrier that extends the full length of the sleep surfaces. **Y / N**

For rooms with mats/cots: Are nap provisions stored so that sleep surfaces and different children’s items are not touching each other or the floor? **Y / N**

If infants are enrolled, are safe sleep policies being followed (e.g., back to sleep, no blankets or other items in the crib)? **Y / N/ NA**

Describe the teachers’ role in supervision and interactions with children during nap: _____

Describe the transition to nap, including ways children are helped to relax: _____

ITEM 9 Diapering/toileting (p. 24-25)

Diaper procedures, if applicable:

Are all diapering supplies prepared before the child is brought to the diapering 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**

After a diaper change, is the changing table/mat cleaned with soapy water and wiped dry with a single use paper towel or clean cloth? **Y / N** Is it then sprayed with disinfectant? **Y / N** The disinfectant is allowed to air dry or stay on the surface for at least _____ minutes before it is wiped off.

Regarding handwashing, do children wash hands after diapering or toileting routines? **Y / N** Do staff wash hands after assisting with toileting/dressing or as the last step of the diapering process? **Y / N**

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

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

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

Describe the system used to make sure that each child is changed every 2 hours: _____

Describe the teachers’ role in supervision and interactions with children during diapering/toileting: _____

Are provisions for diapering/toileting convenient for adults? **Y / N** Are there steps to the changing table for toddlers, if enrolled? **Y / N / NA**

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 diapering or toileting: _____

ITEM 10 Health practices (p. 26-27)

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

Do any children receive medication or use diapering cream? **Y / N** If **yes**, describe procedures for having and administering medications while children are in care: _____

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 and removing mouthed toys
- 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** Is it kept out of reach of children and only used with close supervision? **Y / N**

In addition to handwashing, what other actions are taken to reduce the spread of germs (Hint: see examples in the text on page 26, also consider the design of the trashcan and lid, how often mouthed toys are removed and cleaned): _____

Consider what happens if a child becomes sick while in care. Are they separated from the group? If so, is this an area that is not used by other children during the day? Describe what occurs: _____

Do all children have a change of clothes available? **Y / N**

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., sunscreen, 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: _____

If outdoor sand play occurs, is the sand kept clean and covered when not in use? **Y / N**

Are children encouraged and helped to manage their health practices independently? **Y / N** How is this done? _____

Do toddlers brush their teeth? **Y / N** Are toothbrushes stored so they do not touch and can air dry? **Y / N**

Is there health related information for parents? **Y / N**

What types of information are available? _____

ITEM 11 Safety practices (p. 28-29)

Are there provisions for emergencies and what are they (Hint: see page 28 for examples)?

Describe the teachers' role in supervision, both indoors and outdoors: _____

How do teachers monitor and take action to reduce or remove possible hazards from indoor and outdoor environments? _____

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

- Electrical outlets uncovered or loose electrical cords.
- Items labeled “keep out of reach of children” accessible.
- Sanitizer or disinfectant applied with children nearby.
- Choking hazards (e.g., toy sets with small pieces, broken crayon pieces) or food choking hazards.

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? **Y / N** Describe: _____

Are children helped to follow safety rules? **Y / N** If **yes**, how does this occur? _____

Are children given explanations for safety rules and expectations each day? **Y / N** Describe recent examples: _____

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 aspects of personal care routines 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.

Want to find out more?

Not all ITERS-R indicators are covered in this worksheet, so review the ITERS-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 website to stay informed about any updates and continue to build your understanding of the ITERS-R and the assessment process.

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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 Partnership, or other child care agencies.

<p>North Carolina Rated License Assessment Project 915 Northridge St. Greensboro, NC 27402 Website: ncrlap.org Email: ncrlap@uncg.edu Toll-free: 1-866-362-7527</p>	
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References:

Harms, T., Clifford, R., & Cryer, D. (2006) *Infant/Toddler 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 Language and Interactions



ITERS-R

Purpose: This document addresses many of the requirements found in the Listening and Talking 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 to the classroom. Answering the questions and referring to the ITERS-R will build familiarity with requirements, while offering a chance to reflect on current practices and situations.

Preparation: Refer to the ITERS-R (spiral bound edition published in 2006) when completing the questions. To better understand the scale format and structure, review the instructions for scoring on page 6 in the ITERS-R and the definitions of common terms on pages 7-8. It will also be helpful to refer to a copy of the most current NC Additional Notes (available at 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 ITERS-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 practices contribute to building positive relationships with all children.
- 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: _____

Age groups: _____

Worksheet completed by: _____

Item 12 Helping children understand language (p.30-31)

Do staff frequently talk to children during both routine care and play activities? **Y / N**

Consider any issues with background noise (e.g., sounds from other groups, loud music, etc.). Have these been minimized so that children are able to hear language? **Y / N**

Is the tone used with children consistently positive or neutral? **Y / N**

Consider any times when teachers might use phrases that include negative language (“Don’t, uh-uh, no-no”), rather than telling children what they should do (e.g., “Books are to look at” when a toddler mouths a book). How can these phrases be reworded to offer positive guidance about what should be done instead?

Thinking about interactions with children, consider the following questions:

Do teachers usually talk about things the children are interested in or playing with? **Y / N**

Is communication individualized for each child, such as by using simpler language with younger children, or adapting communication for children with disabilities? **Y / N**

Does it usually include specific words (e.g., you are holding a red ring) vs. non-specific words (e.g., you’ve got it)? **Y / N**

Do teachers describe objects and actions (e.g., you have a blue truck, or you fell down)? **Y / N**

Do teachers narrate or describe children’s play throughout the day and their attempts to communicate? **Y / N**

Do teachers introduce new words and talk about many topics, including feelings/emotions? **Y / N**

Do all of these types of language occur during both play and routine care times? **Y / N**

Are interactions playful or fun (e.g., rhymes, simple songs, back and forth babbling, repetitive words/sounds, etc.)? Describe:

ITEM 13 Helping children use language (p. 32-23)

Children communicate verbally and non-verbally in many different ways (e.g., babbling, words, crying, pointing, gestures, nodding, facial expressions). Think about all of the ways children communicate in this classroom and consider the following questions:

Do teachers usually understand what children are trying to communicate? **Y / N**

Are responses handled in a positive and timely manner? **Y / N**

Do responses usually address the child's need or interest? **Y / N**

What types of responses are typically used? _____

Describe strategies used to limit wait times before meals or nap for children who are hungry or tired, and also for children who are upset: _____

During routine care activities or when playing with children throughout the day, do adults often describe what is occurring and their own actions? List examples: _____

Consider both verbal and non-verbal children. Do staff model age-appropriate back-and-forth conversation with all children by repeating sounds and/or words, offering their response, and waiting for the child to respond? **Y / N**

For verbal children, do staff expand on words and ideas the children say? **Y / N** List examples: _____

Describe the types of questions staff ask children: _____

ITEM 25 Supervision of play and learning (p. 46)

Consider the following challenges related to supervision. Check any that occur at any time, and think about how supervision practices are adapted to accommodate different situations:

- Areas of the classroom or gross motor space that may be difficult to visually supervise
- Any times teachers turn their backs to children, for example to complete routine care or access materials or supplies
- Play or routine times when teachers work with one child or a small group of children
- Any time one teacher works alone with the group of children

Describe plans to make sure all children are in view throughout the day, even when challenges occur:

Do teachers participate in play activities with the children? Describe interactions that occur during play activities:

What happens when a problem, such as a conflict or a minor accident occurs?

What happens when children are having difficulty becoming engaged or using materials:

Think about each child in the group. Describe how supervision varies based on their differing needs, temperaments, and developmental levels:

Describe how supervision varies for different types of activities that occur throughout the day:

ITEM 26 Peer Interaction (p. 47)

Are positive peer interactions supported and encouraged (e.g., young infants play near others, can easily see others, older infants and toddlers can move freely and interact, etc.)? **Y / N**

How do staff support these interactions?

Describe responses when children have difficulties with peers (e.g., taking toys, hitting even if accidental):

Do teachers model positive social skills for the children? **Y / N** Please list some examples of how this is done: _____

Consider how teachers promote children's awareness of each other:

Are they made aware of each other's feelings or told how their actions affect another child? **Y / N**

Are children's intentions verbalized to other children? **Y / N**

Do teachers notice and talk about instances of positive peer interaction? **Y / N**

List some examples of recent interactions that promoted children's awareness of each other:

ITEM 27 Staff-child interaction (p. 48)

Consider how teachers relate to children and check all that apply:

- Teachers seem to enjoy spending time with the children.
- There is much smiling and talking throughout the day.
- Most, if not all, adult responses are warm and responsive.
- Interactions are sensitive to each child's feelings and reactions.
- Interactions remain positive even in challenging situations.

Is appropriate physical contact often used to show warmth throughout the day? **Y / N** If **yes**, in what ways does this occur? _____

Recognizing that each child in the group will have a variety of feelings, moods, and needs each day, describe how teachers adjust responses to be sensitive to each child: _____

ITEM 28 Discipline (p. 49)

Describe how teachers address challenging or unwanted behaviors: _____

Describe approaches to addressing conflicts between children: _____

When establishing expectations, are children's ages and developmental levels considered, with adjustments made as needed? **Y / N**

Think about how the program 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 interruption of activities? **Y / N**

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

Are teachers often involved in facilitating children's play (e.g., children are not often alone in play areas while teachers engage in routine care, children are not alone in a swing or bouncy seat for a long time, etc.)? **Y / N**

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

If **yes**, list some strategies used: _____

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

If **no**, list any areas where additional materials could encourage more use of an area or reduce conflict: _____

Are there duplicates of popular materials? **Y / N**

Does the daily schedule have ample free play times, with a range of accessible materials and interactions possible? **Y / N**

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

Are routine care needs met in a timely, individualized manner (e.g., quick responses to crying)? **Y / N**

Are guidance strategies usually positive and effective? **Y / N** If the behaviors continue, what happens next? _____

Are children's positive behaviors recognized with comments or other positive attention? **Y / N**

Do teachers describe how children's actions affect others? (hint: see page 49 for examples) **Y / N**
If **yes**, give examples: _____

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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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Thinking More about Program Structure



ITERS-R

Purpose: This document addresses many of the requirements for items 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 ITERS-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 that relate 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 allows for individualized schedules, ample time for interactions with teachers and peers, and exploring materials. Also considered are provisions for smooth transitions, limited times without activities, and the inclusion of children with disabilities. These aspects provide a strong foundation for fun and enriching experiences, and strong

Tips:

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- 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 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 29 Schedule (p.50)

Consider the daily schedule. Is it flexible and does it meet the needs of each child (e.g., children play, eat, nap, and are diapered/visit the toilet based on their own needs, routine care is scheduled to occur without much crying or waiting)? **Y / N**

Does play occur outdoors, every day, weather permitting? **Y / N** (Hint: See Terms Used Throughout the Scale on page 8 of the ITERS-R for a definition of “weather permitting” and/or refer to the Child Care Weather Watch Chart at ncrlap.org).

What conditions prevent outdoor play from occurring?

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

Are there opportunities for quiet and active play throughout the day, based on children’s needs? **Y / N**

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

ITEM 30 Free play (p. 51)

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**

Does free play, both indoors and outdoors, occur for much of every day? **Y / N** Hint: Refer to the definition of “much of the day” on pg. 7-8

Think about any situations when children are limited in what they can do (e.g., group times, times in infant seats/swings/exersaucers, or using an area with fewer materials at certain times of the day). Are these times limited to less than 20 minutes? **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 by engaging in play with the children, adding words and new ideas to what children are doing, asking questions, and giving answers or encouraging toddlers to respond, etc.?

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 there materials to rotate or add for the children during free play times? How often is something added or rotated? _____

ITEM 31 Group play activities (p. 52)

Hint: This item considers times when small or large group activities occur, and children’s participation is expected. If such activities are not a part of the classroom, you do not need to answer these questions.

If group activities/times occur, list the times and lengths of typical small or large group or circle time activities:

What happens if a child does not want to join or tries to leave during the activities? Describe alternate activities, accommodations, etc. _____

Describe typical interactions with children during the activities:

Do teachers adjust activities based on children’s interest? Describe how this is done:

The maximum number of children in a group time for this classroom is: _____

Do teachers encourage children to participate? **Y / N** If **yes**, describe: _____

Are group times set up to be successful? For example, do group times (check all that apply):

- Occur where there is enough space to prevent crowding?
- Include engaging, age appropriate content for all children expected to participate?
- Include accommodations for individuals to help them participate with the other children?
- Continue only as long as children are interested?
- Include enough materials for all children who participate?
- Include positive interactions where children feel welcomed and appreciated?

ITEM 32 Provisions for children with disabilities (p. 53)

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:

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

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

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

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? _____

Want to find out more?

Not all ITERS-R indicators are covered in this worksheet, so review the ITERS-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 website to stay informed about any updates and continue to build your understanding of the ITERS-R and the assessment process.

- Look for general information about the assessment process and also specific ITERS-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.
- 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.

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 Partnership, or other child care agencies.

<p>North Carolina Rated License Assessment Project 915 Northridge St. Greensboro, NC 27402 Website: ncrlap.org Email: ncrlap@uncg.edu Toll-free: 1-866-362-7527</p>	
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References:

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