



# ITERS-R Materials List



This list includes items and indicators in the ITERS-R that require specific materials or furnishings<sup>1</sup>. Please keep in mind that simply having the materials and furnishings in a classroom does not fulfill all the requirements for any item. Other considerations related to times when children are not able to use materials, the repair, organization, and arrangement, along with specific types of interactions and planned activities, impact not only an item's score but also the benefit the materials offer to the children.

For all items, materials are required only for the age groups of children currently enrolled. For example, when requirements are specified for infants, these only apply if a child under 12 months of age is enrolled. In some cases, materials are appropriate for more than one age group and if so, will be counted for each age group.

Within each item and category of materials there are many, many options to choose from. Individualizing the materials based on children's interests and abilities is key when creating a stimulating environment for infants and toddlers. Below are common considerations programs use to meet material requirements and other key points to keep in mind when reviewing specific items:

**Teacher-made materials:** Purchasing all materials may not be necessary. For example, we often see teacher-made, repurposed, or donated materials that meet requirements for many items and indicators.

**Materials count in multiple items:** Notice that some types of materials can meet the requirements for different items. For example, books that represent diversity and science impact all relevant items and some music toys also stimulate age-appropriate fine motor skills.

**Rotating materials:** Swapping materials out regularly helps sustain interest, and can allow for rotation between different classrooms, so materials add value beyond a single classroom in some cases.

**Age appropriate:** Infants and toddlers grow and develop quickly, and it is likely additional and different materials will be needed on an ongoing basis. Especially as two-year-olds mature, additional materials are necessary to maintain and stimulate children's interest, so materials beyond the scale requirements such as those required for younger preschoolers should be considered.

While there are many items that require specific materials, classrooms typically include more than the numbers required, so programs should use this list only for minimum guidance (e.g., most classrooms include more books, fine motor, and science materials than required). Additionally, not every typical infant/toddler material is included in the ITERS-R, so carefully consider all materials currently included in a classroom when determining how to prioritize and refresh materials to best meet children's needs. Having extra items beyond basic requirements is also wise, as materials may get lost or worn.

There may be times when decisions are made not to offer certain types of materials based on priorities, resources, and/or knowledge of the children. That is completely fine, and the ITERS-R overall score is based on the average scores of all items using a 1–7-point range. This means that there is room for some items to score high and others to score lower, while still ending up with an overall good average score (5.0). Choices are fine and there is no expectation in our system that a high score will be earned on all items.

ITERS-R Item/Page	3 Level Requirements	5 Level Requirements	7 Level Requirements
<b>Item 2. Furniture for routine care and play (p. 12)</b>	3.1 Based on ages and number enrolled, enough cubbies, seats, high chairs, and/or tables and chairs, cribs/cots/ mats, diapering furnishings 3.2 Enough shelves/storage for accessible materials	5.2 At least two child-sized chairs and table when toddlers are enrolled 5.3 Two examples of furnishings that support independence, one for play, one for routine care 5.5 Adult seating for use during routine care	7.2 Child-sized tables and chairs for 75% of toddlers (if enrolled) 7.4 Adult seating for working with children
<b>Item 3. Provision for relaxation and comfort (p. 14)</b>	3.1 A rug or other soft furnishing 3.2 Three or more soft toys	5.1 A cozy area, appropriate for the age group 5.3 At least 10 soft toys or at least two per child if more than five children enrolled	7.1 Additional soft furnishings in several areas
<b>Item 14. Using books (p. 34)</b>	3.1 At least six appropriate books; but no less than one book per child enrolled	5.1 At least 12 appropriate books but no less than 2 books for each child enrolled 5.2 Books show diversity in race, age, ability and familiar objects, familiar routines, and animals	7.3 Books for rotation
<b>Item 15. Fine motor (p.35)</b>	3.1 At least five fine motor toys	5.1 For infants, at least 10 fine motor toys for a group of five infants For toddlers, at least 15 fine motor toys for a group of five toddlers *One additional fine motor toy for each child over the number in each age group	7.1 Fine motor toys for rotation 7.2 At least two examples of materials at different levels of difficulty
<b>Item 16. Active physical play (p. 36)</b>	3.3 One appropriate gross motor material or equipment	5.3 Enough gross motor materials/equipment to provide meaningful choices and prevent competition for each age group enrolled	7.3 Gross motor equipment that stimulates 7-9 skills outside and at least five skills indoors on bad weather days
<b>Item 17. Art (p. 38)</b> <i>*Not required for children less than 12 months</i>	3.1 Some art materials for toddlers	5.1 Art materials for younger and older toddlers	7.1 Three types of art materials
<b>Item 18. Music and movement (p. 39)</b>	3.1 Two musical toys or instruments	5.1 At least 10 musical toys, but no less than one toy per child based on enrollment 5.4 A way to play recorded music	7.1 Music toys for rotation
<b>Item 19. Blocks (p. 40)</b> <i>*N/A for children less than 12 months</i>	3.1 A set of at least six or more blocks of the same type 3.2 At least five accessories of different types	5.1 At least two sets of 10 or more blocks	7.1 At least three sets of 10 or more blocks 7.2 At least five accessories in each category (transportation toys, people, animals)

<b>Item 20: Dramatic play (p. 41)</b>	3.1 At least two or more dolls and two or more soft animals	5.1 For infants, at least three each of dolls, soft animals, pots/pans, toy phones For toddlers, at least two each of dress-up clothes, child-sized house furniture, cooking/eating equipment, play foods, dolls, doll furnishings, soft animals, small play buildings with accessories, and toy phones 5.2 Props that represent everyday experiences 5.4 For toddlers, child-sized dramatic play furniture	7.1 Dolls representing three races and two other examples of props that show diversity
<b>Item 21. Sand and water play (p. 42)</b> <i>*N/A if all children are under 18 months</i>	3.1 Provision for sand or water play 3.2 At least two toys to use with the sand or water	5.1 Provision for weekly sand or water play 5.2 Variety of toys to use with sand/water play	7.1 Provision for daily sand or water play 7.2 Provisions for different activities with sand and/or water (different sensory play materials or materials/activities for rotation)
<b>Item 22. Nature/science (p. 43)</b>	3.1 At least two realistic nature/science pictures, books, or toys	5.1 Provisions for outdoor experiences with nature 5.2 Indoor living plants or animals	n/a
<b>Item 24. Promoting acceptance of diversity (p. 45)</b>	3.1 At least three examples of materials, books, or pictures representing racial or cultural diversity	5.1 At least 10 examples in books, pictures, and materials, other than dolls, that include 4 of 5 types of diversity (race, cultures, ages, abilities, and gender) 5.2 Dolls representing three different races	7.1 Pictures and books representing non-sexist images 7.3 Planned activities to promote cultural awareness
<b>Item 30 Free play (p. 51)</b> <i>*Considers all materials including those required for other items</i>	3.3 Adequate toys, materials, and equipment for free play	5.3 Ample and varied toys, materials, and equipment for free play	7.2 Toys for rotation

Harms, T., Clifford, R., & Cryer, D. (2006). *Infant/toddler environment rating scale*. (Revised edition). New York, NY: Teachers College Press.

<sup>i</sup> There is also a technology item, but it is optional and not required to use TV, video, computers, or any device with a screen. In North Carolina’s licensed child care programs this is not permitted for children under two years of age. If the choice is made to use technology with children, review item 23 to see the requirements.