



ITERS-3 Materials and Furnishings



This list includes items and indicators in the ITERS-3 that need specific materials or furnishings¹. However, simply having these items is not enough to meet all requirements for an item. It is also important to consider how much time children use materials, the condition, organization, and types of language and interactions adults have with children using materials. These factors affect how much children benefit from the materials.

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 a wide variety of options to meet the requirements. Individualizing the materials based on children's interests and abilities, and relating the materials to the current classroom topics, themes, and/or curriculum are key when creating a stimulating environment. Below are some common considerations programs may find helpful when reviewing specific items:

Teacher-made materials: Purchasing all materials may not be necessary. For example, teacher-made, repurposed, or donated materials can 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. Providing developmentally appropriate materials helps children to confidently explore, play, and learn, while incorporating more challenging materials, allows each child to continue developing at their own pace and skill level.

Intentional teaching practices: Many items and indicators require interactions and/or activities. It is likely that offering activities will require at least some additional materials, but since there are a variety of ways to do this, it is not possible to list materials for these indicators. Determining what materials are needed will vary for each program and change over the course of the year.

While there are many items that require specific materials, classrooms may choose to include more than the numbers required, so this list should be used only for minimum guidance. Additionally, not every infant/toddler or two-year-old material is included in the ITERS-3, 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, broken, or worn.

There may be times when decisions are made not to offer certain types of materials based on program priorities, available resources, and/or knowledge of the children's needs. These decisions are completely fine, and the ITERS-3 overall score is based on the average scores of all items using a 1–7-point range. Ultimately, 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 encouraged and there is no expectation that a high score will be earned on all items.

ITERS-3 Item/Page	3 Level Requirements	5 Level Requirements	7 Level Requirements
Item 2. Furniture for care, play, and learning (p. 18-19)	<p>3.1 Enough tables, chairs, cubbies, cots/mats/cribs, and shelves for children present</p> <p>3.3 A rug or other soft furnishing</p> <p>3.5. Adaptive furniture for children with disabilities (if enrolled)</p>	<p>5.1 Ample tables, chairs, cots/mats, cubbies, and shelves for materials for children enrolled</p> <p>5.2 Two examples of furnishings that support independence, one for play, one for routine care</p> <p>5.3 Softness in several areas</p>	<p>7.1 Adult seating for working with children</p> <p>7.2 Child-sized tables and chairs for 75% of toddlers and twos (if enrolled)</p> <p>7.3 Two or more pieces of furniture designed for different activities</p>
Item 3. Room Arrangement (p. 20-21)	<p>3.1 One open play area</p>	<p>5.1 Two infant play areas or at least three interest areas for toddlers/twos</p>	<p>7.4 A cozy area protected from active play</p>
Item 14. Encouraging children’s use of book (p. 42-43)	<p>3.1. More than five books</p> <p>3.2 Fantasy and factual books</p>	<p>5.1 More than 10 books</p>	<p>7.1. More than 20 books</p>
Item 15. Fine motor (p.44-45)	<p>3.1 At least five different materials</p>	<p>5.1 At least 10 different materials for a group of five enrolled children <i>* For a group of more than 5 children, more materials are needed to provide children with variety and reduce competition</i></p>	<p>7.1 More than 10 different materials</p>
Item 16. Art (p. 46-47) <i>*Not required for children less than 18 months</i>	<p>3.1 In addition to other appropriate art activities for children 18 months and older, at least one drawing material for children 24 months of age</p>	<p><i>No additional materials</i></p>	<p><i>No additional materials</i></p>
Item 17. Music and movement (p. 48-49)	<p>3.1 At least three music materials</p>	<p>5.1 At least 10 music materials</p>	<p>7.1 Music instruments for children two years and older</p>
Item 18. Blocks (p.50-51)	<p>3.1 Some blocks for very young infants, and a set of at least six blocks for mobile children</p> <p>3.2 At least five accessories for children 24 months and older</p>	<p>5.1 Enough blocks for each age group enrolled</p> <p>5.3 Special block interest center for older toddlers/twos</p>	<p>7.2 Large hollow blocks for older toddlers/twos</p>

Item 19. Dramatic play (p. 52-53)	3.1 Two dolls and two soft animals	5.1 Dramatic play materials from categories listed below based on age group(s) enrolled: Infants: soft dolls, soft animals, pots and pans, toy telephones, small people figures, toy foods, toy animal figures, toy vehicles, hats, purses Toddlers and Twos: simple dress-up clothes, child-sized house furniture, cooking/eating equipment, dolls, doll furnishings, soft animals, small play buildings with accessories, toy telephones, small people figures, toy animal figures, toy vehicles 5.2 Some dress up clothes for toddlers and twos 5.3 Dramatic play interest center for toddlers and twos	7.1 Four examples of dramatic play props that represent diversity 7.2 Materials for toddlers and twos in large active area outdoors or indoors
Item 20. Nature/science (p. 54-55)	3.1 At least two nature/science materials from any of the three categories (realistic pictures, books, toys)	5.2 Living plants or animals indoors 5.4 Sand and/or water play with toys, for children 24 months and older	7.1 Nature/science materials in interest center for children two and older
Item 21. Math/number (p. 56-57)	3.1 Some math/number materials that show size, shape, or number for each age group enrolled	5.1 Many math/number materials	<i>No additional materials</i>
Item 23. Promoting acceptance of diversity (p. 60-61)	3.1 Three examples of racial/cultural diversity in materials 3.3 Dolls representing three races	5.1 Ten examples of diversity with at least one example in books, displayed pictures, and play materials 5.2 Materials include 4 of the 5 types of diversity (race, culture, age, ability, and non-traditional gender roles)	<i>No additional materials</i>
Item 24. Gross Motor (p. 62-63)	3.3 Some gross motor equipment for all children indoors or outdoors	5.3 Enough gross motor equipment including stationary and portable	7.4 Gross motor equipment and/or materials (stationary and portable) stimulate a variety of skills
Item 32 Free play (p. 78-79) <i>*Considers all materials including those required for other items</i>	3.3 Adequate materials for all ages	5.2 Ample and varied materials for all ages of children in group	<i>No additional materials</i>

Harms, T., Clifford, R., & Cryer, D. (2017). *Infant/toddler environment rating scale*. (Third edition). New York, NY: Teachers College Press.

ⁱ There is also a technology item (item 22 on p. 58-59), 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 three years of age.