

Additional Notes for Clarification for the **ITERS-3**

Be sure to replace older notes with newer notes.

Most recent changes are in blue:

09-17	Item 20 (5.2, 5.3, 7.4)	07-18	Items 2, 5, 9, 14, 16, 18, 20, 21, 23, 24
03-18	Administration of the Scale Explanation of Terms Items 1, 2, 4, 10, 16, 18, 20 (5.4), 21, 23, 24, 26		

Administration of the Scale. Item 2, page 9.

The three hours must be completed in one continuous block (e.g., 8:00 to 11:00am, 9:00 to 12:00 pm) at one time, and not broken up into smaller portions (e.g., 8:00 to 10:00 am and 2:00 to 3:00pm).

Explanation of Terms Used throughout the Scale, Item 2, Age Ranges for Infants, Toddlers, and Twos, p.13:

In all items where a particular age cut-off is given (e.g., Score NA when all children are younger than 18 months), the following rule applies. If there is only one child in the group that exceeds the age cut-off, and that child is less than one month older than the age requirement, then the item/indicator can still be marked NA. If the child is more than 1 month older than the age cut-off, or if there are two or more children who meet the age requirement, then the item/indicator must be scored. If a child with a disability is enrolled, the requirements will depend on the child's developmental level, rather than chronological age.

1. Indoor Space	1.1, 3.1, 5.1	It is not required that the cribs/cots/mats be correct in their spacing during the observation. It is required that the space exists for the spacing to be possible without loss of other required space for routines and play.
2. Furnishings for care, play and learning	5.1	Any adult seating is acceptable as long as it is reasonably comfortable and prevents staff from sitting on the floor. A chair that meets the needs of one staff member may not meet the needs of another.
		Base the furniture needs on the highest number of children that the program would allowed to attend at any one time. There may be fewer children present on the day of the observation, but score based on the most who would be able to attend at one time.
	5.2	<i>In a mixed age group, at least one appropriate example of furniture that supports self-help for must be used for each age observed. However, one furnishing may be appropriate for more than one age group.</i>
	5.3	“Several areas” means soft furnishings are found in at least 2 play areas.
	7.3	Do not count multiple pieces of furniture that are designed for the same type of play, such as 2 pieces of housekeeping furniture or 2 separate easels. To give credit, the furniture must be used during the observation or obviously set up for child use even if no child chooses to use it.

4. Display for children	3.4	The intent of this indicator is to ensure that the display within reach of children is in good condition. To give credit, almost all of the more permanent display, such as photographs and posters, should be protected from being torn. It is not required that most children’s artwork within reach of children, be protected, as long as almost all of the unprotected artwork is not torn and no child is observed harming the artwork, for example by tearing or pulling it down.
5. Meals/snacks	1.1, 3.1, 5.1	Parents may also indicate that their child has recently been fed by indicating this on a daily child information form, but staff must refer to this when making decisions about whether the child needs to be offered a meal/snack. Meals/snacks should not be served less than 2 hours apart because children will not be able to eat well. However, in the case of a very hungry child, an additional snack may be provided, and this is not required to meet the meal nutrition guidelines since it is supplemental to regular meal/snacks.
9. Talking with children	5.2	“ Most ” means the vast majority of talking done with the children during the observation.
10. Encouraging vocabulary development	5.3 5.4 7.3	<p>5.3 The two required examples can be either about past OR future experiences, or both; both past and future examples are not required.</p> <p>5.4 The two required examples can be either comparisons OR contrasts, or both; comparisons and contrasts are not required. Contrasts or comparisons must be obvious to the child. Naming items or describing them with no obvious connection does not meet the requirement. For example, saying “This is a cat, do you see the monkey?” is not considered.</p> <p>7.3 Although it is expected that toys, materials and display are changed to encourage vocabulary growth, the one required, observed example of staff talking about something new can be about a toy, materials and/or something in the display. However, there should be obvious evidence of ongoing changes in all three: toys, materials, and display.</p>
14. Encouraging children’s use of books	3.1, 5.1, 7.1 5.3, 7.2	<p>3.1, 5.1, 7.1 When counting accessible books, count only those that are appropriate for the children in the group being observed. There may be more books than the required numbers, but those that are not appropriate should not be considered when counting. To be considered “appropriate” the books must be in good repair, right for the children’s developmental level, do not have frightening or violent content and contain no negative social messages.</p> <p>5.3, 7.2 One difference between what is required in these indicators is the length of time that the positive interaction takes place as a book is used with the child. Indicator 7.2 requires a more lengthy interaction.</p>

16. Art	<p>1.1 Some access to art materials is expected for children who are 18 months and older. The art materials are not expected to be accessible for long periods for children who are likely to mouth them or to use them inappropriately.</p> <p>1.1, 3.1, 5.1 If children are observed to be mouthing materials, or using them inappropriately, the art materials should not be freely accessible, but only used under close adult supervision. The art materials should be accessible and supervised closely for long enough so that it is a satisfying experience for those who wish to participate.</p> <p>1.2 For children 2 and older who are not frequently mouthing toys, safe, simple art materials, such as chunky crayons, markers, and chalk can be considered safe and appropriate, and placed on low shelves so that they are freely accessible. Art materials that smell like foods (e.g., markers, playdough) are more likely to encourage mouthing and therefore should be avoided. If used, they will require very close supervision. Mouthing of these materials should be considered in indicators that address supervision of art materials, but their use will not cause 1.2 to be scored "Yes."</p> <p>5.3 Although the talk can be brief, this indicator requires more than just naming colors.</p> <p>5.4 Most means almost all of the observed evidence of art activities used with the children is individualized, including observed use of materials and any displays of work done by the children in the class.</p>
18. Blocks	<p>3.2, 5.2 Different types of accessories are not required.</p> <p>7.2 Appropriate large hollow blocks for toddlers and two-year olds are those made of lightweight materials, such as cardboard or plastic and can include store-bought or homemade sets. The very large, heavy hollow wooden blocks are only appropriate if the children can use them safely.</p>
20. Nature/science	<p>5.2 Remove note, it should be for indicator 5.3: To give credit, children must be able to see or understand what staff are talking about. For example, staff talking with infants about a plant located across the room, that the child is not looking at, would not count.</p> <p>5.3 Additional note for 5.2 should be for indicator 5.3: To give credit, children must be able to see or understand what staff are talking about. For example, staff talking with infants about a plant located across the room, that the child is not looking at, would not count.</p> <p>5.4 Enough appropriate sand/water toys are required so that there is no competition among children.</p> <p>The access to sand/water can be limited, based on children’s developmental abilities. If children are not able to use sand/water without many problems, such as constant drinking of water, or eating sand, then sand does not need to be accessible for long periods. It can be offered and then removed after children have had a satisfying experience with it. Or it can be offered indoors or outdoors, but does not need to be offered in both.</p> <p>7.4 Replace note in scale with the following: For children under the age of two who are not observed having access to sand/water, score N/A since it is not required for this age group. Score "No" if sand and water is not closely supervised for any child while using sand/water (including children under the age of two) or if children two and older are not observed having access to sand/water.</p>

21. Math/number	<p>3.2 The required talk does not have to be related to the math materials required in 3.1. Math talk about any play materials can be considered.</p> <p>7.2 In using math words to describe a sequence of daily events, staff must go beyond only saying “First.” The words “second” or a more extended sequence of math words must be used to give credit for this indicator.</p>
23. Promoting acceptance of diversity	<p>1.1, 3.1, 5.1 When counting examples, music, of varying cultures, that is played for children during the observation, can count as one example. Two cultures must be represented to create the one example.</p> <p>3.1, 3.3, 5.1, 5.2 Since dolls are required to show race in 3.3, they cannot be counted in indicators 3.1 and 5.1. If small toy people are used to represent three races in 3.3, they cannot be considered as the examples of diversity required in 3.1 or 5.1. If not used to meet the requirements of 3.3, they can be counted in 3.1 and 5.1. Dolls, small people and other materials can be considered to represent types of diversity required in 5.2.</p> <p>7.1 This indicator requires more than staff being acceptant of children no matter what their race, religion, culture, ability or gender is. Here it is required that each child is accepted for his or her individual personality and characteristics. For example, a cranky baby should be given the same amount of positive recognition and support than a more complacent child. Or a more active child should be appreciated as much as a less active. No child should not be judged and treated with less support and positive recognition based on individual characteristics.</p>
24. Gross motor	<p>1.1, 3.1, 3.2, 5.1, 5.2, 7.1, 7.3 When considering any space used for gross motor, the space must be appropriate for the children being observed. Appropriateness will depend on the abilities of the children in the group as well as the safety of the space. If there are hazards in part of the space, but there are also safe areas that allow children to participate in gross motor play safely then credit for “some” space may be given if the safe portion allows children to play with few or no major hazards. When determining whether the space is “some” and “ample”, consider only the safe portions of the space where children can play without facing major hazards.</p> <p>3.4, 3.5, 7.2 If infants are not taken outdoors, base the score for these indicators on any indoor space used for gross motor. Include classroom space and any other gross motor space used indoors. For 3.4, non-mobile children should be protected from major problems caused by mobile children who are moving about the space. The gross motor spaces used by older children must be observed to score.</p> <p>3.5 Score NA if all children present are under 12 months of age and no outdoor gross motor space is used. If an outdoor space is used, observe the space to score.</p>
26. Supervision of play and learning (non-gross motor)	<p>1.2 Score 1.2 Yes when the interactions with individual children are rare, and usually staff-initiated or directed. When scoring remember that the younger children require more individualized interactions than older children, so there is no specific time requirement or percentage of time considered.</p>