Welcome to CUR107

This course provides an introduction to the Infant/Toddler Environment Rating Scale (ITERS) and is intended primarily for child care practitioners (teachers and administrators) whose programs are or may be subject to quality ratings by program monitors, regulatory agencies, researchers, or other formal observers, as well as anyone considering the use of ITERS or other rating scales to evaluate their own program or classroom.

Course Objectives:

By taking notes on the handout and successfully answering assessment questions, participants will meet the following objectives as a result of taking this course:

- Identify the purpose of ITERS
- Define environment, according to ITERS
- Recognize characteristics of the ITERS scoring system
- Identify important factors that contribute to ratings across all ITERS subscales and items
- Identify basic strategies and practices for improving quality ratings throughout the entire early care environment
- Identify developmentally appropriate practices and recommended positive guidance strategies
- Recognize the ways in which children’s development levels and individual needs and preferences impact teaching practices and planning in the infant-toddler environment

References:


What Is ITERS-R?

The ITERS-R and related scales are:

Basic Organization
The ITERS-R has seven *subscales*:
- Space and Furnishings
- Personal Care Routines
- Listening and Talking
- Activities
- Interaction
- Program Structure
- Parents and Staff

Each *subscale* is broken down into a number of ____________. There are a total of 39 *items* throughout the entire ITERS.

An *item* is a:

**Important Fact**

Each item is rated, or scored, from 1 to 7, according to various indicators associated with that item. Each *item* has 10 to 15 or more *indicators*, for a total of 467 indicators throughout the entire ITERS-R.

There are *four basic quality ratings*:
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- 
- 
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A rating of 1 indicates the program’s offerings are “inadequate” for that particular item and a 7 means it is “excellent.”

**Important Fact**

Scoring:

**Space and Furnishings**

1. Indoor space

**How Much Space Is Enough Space?**
A Clean First Impression

Lighting, Ventilation, and Air Flow

2. Furniture for routine care and play

There are two types of furniture to consider:

*Furnishings for care*

*Furnishings for play*

3. Provision for relaxation and comfort

*Softness*

*Coziness*

4. Room arrangement
5. Display for children

Personal Care Routines

6. Greeting/Departing

Emotional and Social Needs

Departures

7. Meals/Snacks

Here are additional factors that drive high ratings in the meals/snacks item:

Group size:

Environment:

Talk:
Fun and enriching:

8. Nap

Managing the Nap Schedule

Safety at Naptime

9. Diapering/toileting

10. Health Practices

11. Safety Practices

Listening and Talking
12. Helping children understand language

13. Helping children use language

14. Using Books

Activities

15. Fine motor

Fine motors skills:

Hand-eye coordination:

The following basic toys and materials will promote the development of fine motor skills in infants and young toddlers:

- Rattles
- Puzzles with large, knobbed pieces
- Soft blocks
- Nesting toys (cups)
- Bead mazes
- Finger paints
- As they grow and develop, older infants and toddlers can move on to more challenging materials such as:
Puzzles with smaller pieces (but not too small as to be choking hazards) and no knobs
Complex rattles with finger grips
Toys with smaller features like pulls, knobs, push buttons, etc.
Block/shape sorters
Crayons and paintbrushes (for older toddlers)
Stringing beads of appropriate size

16. Active physical play

Gross motor skills:

Active physical play:

17. Art

18. Music and movement

19. Blocks

20. Dramatic play

21. Sand and water play
Important Safety Note

*Infants and toddlers can drown in as little as an inch of water.* Infants must be closely supervised during water play of any type, and buckets, tubs, or other large receptacles represent real potential safety and health risks in the infant-toddler environment. (With the right prompts and props, a cup of water can be as much fun as a bucketful.) There are safe water-play toys for infants, such as small, shallow “water mats.” Bath time is also a good time for infant water play. Safe, well-designed, clean water tables can be appropriate for older toddlers. Some centers have small wading pools, as regulations permit, but again close supervision is absolutely mandatory. *Follow all state and local health and safety standards regarding water play.*

22. Nature/science

23. Use of TV, video, and/or computer

24. Promoting acceptance of diversity

Interaction

25. Supervision of play and learning

26. Peer interaction
Negative peer interactions:

27. Staff-child interaction

28. Discipline

Program Structure

29. Schedule

30. Free play

31. Group play activities

32. Provisions for children with disabilities
Parents and Staff

33. Provisions for parents

34. Provisions for personal needs of staff

35. Provisions for professional needs of staff

36. Staff interaction and cooperation

37. Supervision and evaluation of staff

38. Opportunities for professional growth