



Georgia Additional Notes for the ITERS-3

The GA Additional Notes provide supplementary information for the Environment Rating Scales to further define or explain requirements of certain items and indicators to assist in correctly interpreting and scoring items found within the scale.

Participants in Quality Rated should be aware of the following:

- Georgia Additional Notes are not exhaustive. Unless otherwise specified, Quality Rated assessors use the GA Additional Notes for the ITERS-3, the ITERS-3 Additional Notes for Clarification created by the Environment Rating Scales Institute (ERSI) (available at <http://www.ersi.info/index.html>), and the [All About ITERS-3](#) published in 2022.
- The GA Additional Notes are updated (approximately) annually and QR assessors conduct assessments using the most current notes. Child care professionals are encouraged to download and use the most current version of the notes from the Quality Rated website.

In April 2012, with permission from Debby Cryer and Thelma Harms, the Additional Notes for Clarification for the ECERS-R, ITERS-R, FCCRS-R, and SACERS were retrieved from the Environment Rating Scale Institute (ERSI) website (<http://www.ersi.info/index.html>) and used for the basis for the GA Additional notes. Since that time, ongoing content of GA Additional Notes has been developed by Quality Rated for intended use in Georgia.

ADMINISTRATION OF THE SCALE, Item 4, page 9.

To calculate whether required amounts of time were provided for children, it is best to wear a digital watch or use the digital clock on your tablet. Even though required times are a minimum, because of possible timing error, we allow a 2-minute exception for group times and gross motor times because it is so difficult to track time to the second for these longer periods of time. However, no more than 2 minutes can be found to be lacking or exceeded to meet time requirements.

EXPLANATION OF TERMS USED THROUGHOUT THE SCALE, Age Ranges for Infants, Toddlers, and Twos, pages 11-13.

When scoring indicators with a **specific age range requirement**, if a child in that age group is enrolled but not present during the observation, score any indicators that can be scored based on observed evidence, such as room arrangement, space, materials, and furnishings. It is still required that the space, furniture, materials, toys, or equipment for specific activities be set up and accessible for when they do attend. When considering access related indicators with time requirements, base the score on whether the required materials are accessible for all age groups enrolled, and consider the stated time requirements only for the children who are present. The only indicators that can be scored NA are those that are solely based on interaction, if the indicator only asks about the age group that is not present.

GENERAL GA NOTES FOR THE ITERS-3

Refer to Environment Rating Scale Institute (ERSI) website ITERS-3 General Additional Notes for Clarification for definitions of terms used in the scale.

Accessible: During the observation, children can see, reach, and use the required toy, furnishing, material, or equipment. ITERS-3 has varied guidelines for determining access for nonmobile children and mobile children found on pages 11-12 of the scale book and expanded upon in the All About ITERS-3. An additional GA resource, entitled *ITERS-3 Access Summary*, has been developed to further clarify ITERS-3 access guidelines and can be found on the Quality Rated website at www.qualityrated.ga.gov in the ERS Resources section.

Appropriate/Developmentally Appropriate: As stated on page xi in the All About ITERS-3, this term means “that the focus of the interest matches the child(ren)’s age and ability, is challenging but not frustrating, is safe for the child(ren), and carries no negative social message. The term is usually associated with furnishings, equipment, activities, and materials. Any of these used by or with the children to meet a requirement in the ITERS-3 must be considered appropriate. Otherwise, it is not considered when determining whether the material, equipment, and so on is sufficient or present.”

Engaged: Children are observed to be interested and paying attention. Although children may be well behaved, look closely to determine whether they are actually engaged in what is going on. Scoring decisions are made based on the children’s level of engagement and whether staff can positively re-engage children if they do lose interest.

Forced Participation: “Forced to participate” means children are strongly encouraged or made to participate in group play activities. If children are not engaged or enjoying an activity, are often reminded to participate, and there is no alternative of leaving and doing something else that is interesting to children, then children are being forced to participate.

Free Play: As stated on page xi in the All About ITERS-3, “Free play means that children are permitted to select materials and companions, and, as far as possible, to manage play independently. Staff involvement is primarily in response to a child’s specific needs, although staff can initiate activities for children to choose. Non-mobile children need to be offered materials for their free play and moved to different areas to facilitate access. Situations in which mobile children are assigned to centers by staff, or staff select the materials that individual mobile children may use, do not count as free play.”

Conversation: Multiple back and forth verbal or nonverbal exchanges of communication that are meaningful to the child, typically occur between a teacher and child or between children.

Hand sanitizer use: The 2019 edition of Caring for Our Children (page 118) states that hand sanitizers can be used in place of handwashing unless hands are visibly soiled, but handwashing is preferred. However, GA licensing does not allow the use of hand sanitizers in lieu of handwashing; therefore, QR assessors are required to only count handwashing as acceptable when scoring, unless running water is inaccessible, such as on the playground. If hand sanitizer is used during an observation when running water is not accessible, the product used and how it is used must be considered in scoring. The product must contain 60-95% alcohol, and the manufacturer’s instructions must be followed exactly. Very close supervision of children is provided to ensure proper use and to avoid ingestion or contact with eyes and mucous membranes. If the manufacturer’s directions for use are not followed exactly, do not give credit for any time when not followed. If children are not closely supervised when using sanitizer, consider in supervision-related

indicators for the item specifically, and in Safety and Supervision. Handwashing or use of a hand sanitizer is required for all ERS observers upon entering the classroom.

Some/sometimes/occasionally: Denotes a presence in the environment, and at least 1 example usually must be observed unless the guidelines for specific indicators require more examples.

Moderate: Denotes that something can be sporadic but should not be unusual to observe throughout the observation.

Most: Means more than 50% unless the guidelines for specific indicators require more.

Usually/generally/frequently/often/much: Denotes a regular or prevalent practice, meaning that things occur for 75% of the time during the 3-hour observation period, unless the guidelines for specific indicators require more.

Throughout the Observation: As defined in the All About ITERS-3 on page xi, this phrase “is related to the amount of time children have access to materials, space, equipment, and other concrete aspects of their environment. It means that children should have access to the materials when awake and ready to play, except for during routines that are not overly long, during quick transitions, or when needing comfort from an adult. A few short lapses are permitted at the 5 (good) level of quality, and no lapses are permitted at the 7 (excellent) level of quality.

Throughout the observation is also used as relating to the frequency of language and interactions experienced by the children. It means that the language or interactions required should happen at different times, with examples seen during both care routines and play activities, indoors and/or outdoors, and not just during one portion of the observation. Such language or interactions should be part of the regularly observed practice, not an isolated or unusual event.”

Undue distress: “Undue distress” means that children show a lasting, very emotional response to what they perceive to be hurtful to them, such as when they maintain anger, unhappiness, apathy, or obvious frustration for an extended period of time.

SPACE AND FURNISHINGS

ITEM 1: Indoor Space

General note: This item refers to the indoor classroom only; consider only spaces used within the classroom for routine care, play, and learning.

Indicators 3.1 and 5.1: Base scoring on the indoor space available to accommodate the maximum number of children allowed and consider the schedules of the children. If all children sleep during the same scheduled nap time, then only some space for play is required to be available when mats/cots/cribs are in use for children who may not fall asleep. If children are on individual sleeping schedules, then the space must exist for mats/cots/cribs to be in use without sacrificing any play space. Requirements for distance between sleeping surfaces are 18" for 3.1 and 36" for 5.1.

Indicator 3.2: Adequate ventilation must be present to ensure the space does not have lingering odors or stuffy air; ventilation control is not required until Indicator 5.2. If dark shades or blinds are closed and most natural light is blocked, score No. If frosted glass, light colored paper, or closed light colored shades or blinds are used and enough natural light is coming in that the room appears light even while the blinds/shades are closed, score Yes.

Indicators 3.2 and 7.1: For natural lighting to be considered direct natural light, it must be from a window, door, or skylight within the classroom being observed. Natural light from hallways or neighboring classrooms, even if only a half wall separates the two, does not count.

Indicator 3.3: There can be a few minor issues, but the children should not be endangered. When determining if a repair issue is major or minor, consider the likelihood that the issue will cause a major injury.

Indicator 5.2: Ventilation methods must impact ventilation for the whole classroom. Ventilation control cannot be limited only to small, confined spaces within the classroom, such as a bathroom. If windows/doors are used for ventilation purposes, screens are required; additionally, bars or other safety barriers are needed in classrooms with mobile children if the classroom is located high enough off the ground that children could be injured if they fell. Further, bars or other safety barriers are needed in other situations when the risk is high based on children's ages and abilities and the classroom set up.

ITEM 2: Furnishings for care, play, and learning

Indicator 1.1: Score Yes if there is more than one major problem that compromises children's care.

Indicator 1.2: If the lack of appropriate furniture for storage of materials results in little to no materials being easily accessible to children, score Yes.

Indicator 3.1: Enough furniture of each type is required for the number of children present: routine care, play, and learning.

Indicator 3.3: See information on "accessible" in Explanation of Terms Used Throughout the Scale on pages 11-12 in ITERS-3 scale book.

Indicator 3.4: "Most" means observed seats work for almost all the children present, although 1 or 2 may be less comfortable.

Indicator 5.1: All furniture needs are based on the maximum number of children allowed to enroll. Consider individual storage needs required throughout the year.

Indicator 5.2: At least one example of furniture that supports self-help in routines and one example that supports self-help in play is required for each age group present during the observation. It is possible that one example may meet the needs of more than one age group.

Indicator 5.3: "Several" means in at least two play areas, and the soft furnishings must be appropriate for all ages present.

Indicator 7.1: All routine care furniture used should encourage personalized care of children, and no issues can be observed due to lack of personalization.

ITEM 3: Room Arrangement

Indicators 3.1 and 5.1: To earn credit, children must be allowed to use the play area(s)/interest centers during the observation.

Indicator 3.3: To earn credit, there can be no more than one major difficulty supervising due to room arrangement that prevents teachers from providing at least minimal supervision, although there may be many minor ones. “Minimally supervise” means children may be out of view, but teachers are aware of children and sometimes check on them when they are out of view.

Indicator 3.4: Impediments considered in scoring must be observed to cause problems during the observation.

Indicators 3.5 and 5.3: The play areas accessible must be those that all children can use; the child cannot be segregated from others.

Indicator 5.1: Math materials may be included in a fine motor interest center if they encourage the use of fine motor skills. One or two materials that do not encourage fine motor skills are acceptable if they do not interfere with fine motor play. A cozy area that meets the four requirements of an interest center as defined on page 20 in the ITERS-3 scale book can also be counted.

Indicator 5.2: No major supervision difficulty due to room arrangement that prevents teachers from minimally supervising. Some short, minor supervision lapses allowed, but teachers check on children who are out of view frequently. Short lapse = 2 minutes or less.

Indicator 7.1: No major or minor problems for supervision due to room arrangement. All children need to be within easy view of at least one teacher, even when teachers are seated.

Indicator 7.3: All traffic patterns must be arranged to prevent interference with play and other classroom activities.

Indicator 7.4: See information on accessible in Explanation of Terms Used throughout the scale.

ITEM 4: Display for children

General Note: Rugs, wall mirrors, mats, and other furnishings do not count as display. Center signs are not considered for credit in this item, unless they also provide meaningful display information to children, such as large photos of children or commercial posters showing children playing in the centers. To count as display, items must be displayed from the beginning of the observation; items added during the observation will not be considered. Crib mobiles and crib photos are not credited for display in this item because they are not easily visible for all children to see.

Indicator 1.2: Score Yes when 50% or more is inappropriate for the developmental level of the children, or if any display shows violence, prejudice, or negative social messages.

Indicator 3.1: All children must be able to easily see the 3 displays. Wall murals that are age and developmentally appropriate can be counted as display; a large, wall-sized mural is enough to give credit here, as it has the same impact as 3 separate displays.

Indicator 3.2: Score Yes when at least 75% of the display is appropriate for the developmental level of the children, and none show violence, prejudice, or negative social messages.

Indicator 3.3: “Some” means one or more pieces of children’s artwork.

Indicator 3.4: Consider only displays that are within reach when scoring. If no displays are within reach, give credit.

Indicator 5.1: Children’s artwork is not considered for this indicator.

Indicator 5.3: “Some” = about half of the displayed items

Indicator 7.1: Two or more photos of currently enrolled children, their families, pets, or other current familiar faces are required. Photos of previous teachers or children do not count.

PERSONAL CARE ROUTINES

ITEM 5: Meals/snacks

General Note: When a meal or snack is not observed during the 3-hour observation, stay to observe the meal/snack, and score the following indicators based on observation: 1.2, 1.3, 1.4, 1.5, 3.2, 3.3, 3.4, 3.5, 5.2, 5.3, 5.4, 7.1, 7.3. Score the remaining indicators as unmet since the schedule, interactions, and language did not take place during the 3-hour observation: 1.1, 3.1, 5.1, 5.5, 7.2, 7.4, 7.5.

Indicators 1.2, 3.2, and 5.2: USDA guidelines will be credited only by evidence observed during the observation. Items that are required by the food program to have nutrition labels to determine the adequacy of guidelines met will not be credited. As such, breaded meats, including chicken nuggets and fish sticks, will only be credited for proteins since adequacy of the breading to count towards grain requirements cannot be determined by observation. If a planned snack is observed in addition to a meal, then nutritional component requirements must be met for both. If an extra, unplanned snack is offered to children, nutritional components are not required to be met. Unplanned snacks do not occur daily, and they are typically snacks provided to tie one or more children over until lunch can be served or as part of an occasional learning activity. Food served for celebratory occasions, such as birthday parties or holiday celebrations, is not required to meet the USDA guidelines for meals or snacks.

Indicator 1.2: More than 50% of the food served to most children does not meet USDA requirements; this can include missing components, inappropriate substitutions, and/or unsafe foods, such as choking hazards or foods that are served too hot. 50% is calculated based on what the USDA requirements are for the snack/meal observed, as some meals require more components than others.

Indicator 1.5: “Often” means that teachers are restrictive/punitive during most of the time when children are fed. This is a prevalent practice throughout meals/snacks, not an isolated instance.

Indicator 3.2: All required components must be offered to at least 75% of the children. For snacks, to help prevent choking, water or another healthy beverage must be offered if two food options are chosen.

Indicator 3.3: Any attempt in any category can receive credit.

Indicator 5.2: All required components must be served together to all children. For snacks, to help prevent choking, water or another healthy beverage must be offered if two food options are chosen.

Indicator 5.3: Much attention in all categories must be observed to receive credit.

Indicator 5.4: Teachers must be able to see, reach, and interact with children who are eating, at least 75% of the time.

Indicator 7.1: A teacher must remain within arm’s reach of every child who is eating or drinking and provide personal, positive supervision throughout the eating/drinking.

ITEM 6: Diapering/ Toileting

General Note: Diapering procedures are based on best practices outlined in Caring for Our Children, 4th edition, and a list of the procedures can be found on the Environment Rating Scale Institute (ERSI) website (<http://www.ersi.info/index.html>). When using these procedures, please note that use of a paper liner is optional. It is permissible to use a non-porous changing surface that is cleaned and sanitized between each use. When cleaning the diapering surface, spray the surface with a soapy water solution prior to wiping it with a paper towel or use a soapy water solution directly on the paper towel and then rinse. Either cleaning procedure must then be followed with a bleach-water solution allowed to sit for at least 2 minutes or a disinfectant applied according to label directions. Observed instances of parents/family members who change diapers or assist with toileting should be considered in the samples taken to score these indicators.

Indicator 3.2: All children must have diapers visually checked or changed or are encouraged to use the toilet within the 3-hour observation and no obvious problems are observed.

Indicator 5.2: All children must have diapers visually checked or changed or are encouraged to use the toilet at least every 2 hours and no obvious problems are observed.

ITEM 7: Health

General Note: Observed instances of parents/family members who assist with handwashing should be considered in the samples taken to score these indicators.

Indicator 1.3: Consider all nap evidence observed, regardless of whether cots/mats are set up for use during the observation. If any lapses in sanitary provisions are observed, consider how significant the lapses were in preventing sanitary nap/rest provisions. If most observed evidence did not ensure sanitary nap/rest provisions, score this indicator as Yes.

Indicators 3.3 and 5.3: Sleeping surfaces must be observed set up for use to score these indicators. If cribs are used, they can be moved during the observation to create the required 18" spacing at 3.3 for the minimal level of quality, but they must already be set up for 36" spacing, with no movement required, at 5.3 for the good level of quality. If nap set-up is not observed, score these indicators NA.

Indicators 3.4 and 5.4: Score if you see schedule related nap evidence. These indicators are only NA if no evidence of how children's nap schedule is carried out is observed.

ITEM 8: Safety

General Note: When scoring this item, consider all indoor and outdoor spaces used.

Indicators 1.1, 3.1, 5.1, and 7.1: Raised edges on diapering tables measuring less than 6 inches from the top of the diapering surface are considered indoor safety hazards. When a child is laid down to sleep on their stomach in a crib and they are unable to roll over on their own, count it as one major indoor hazard for each child it occurs with (no matter how many times it occurs for that child). If a child is laid down to sleep on their stomach in a crib and they are observed to be able to roll over on their own, count it as one minor indoor hazard for each child it occurs with (no matter how many times it occurs for that child).

Indicator 5.2: "Usually" = common practice, few if any lapses. "Easy reach" = a few steps away, can get to child quickly if needed.

Indicator 5.4: If no unsafe actions are observed, score Yes.

Indicator 7.1: "Few" = no more than 4.

Indicator 7.3: No major safety hazards of any kind are present indoors or outdoors. Teacher must physically set up, maintain, and actively supervise spaces to avoid safety problems.

LANGUAGE AND BOOKS

ITEM 9: Talking with children

Indicators 3.4 and 7.2: "Talk in playful way/verbal play" = using sounds/words in a playful way that a child reacts to with enjoyment. Examples include cooing, babbling, rhyming games, funny voices, peek-a-boo, finger plays, chants, singing, etc.

Indicator 7.1: "Most" = about 75% of all talking, and no child goes without one-on-one interactions.

ITEM 10: Encouraging vocabulary development

Indicator 5.2: Teachers must be observed repeating words during single interactions with children, and examples should be heard often during the observation.

ITEM 11: Responding to children's communication

General note: Ignoring is considered a negative response.

Indicator 7.1: Consider all communication, including both upset and non-upset communication.

ITEM 12: Encouraging children to communicate

General note: Ignoring is considered a negative response.

Indicator 1.3: To score Yes, it must be the prevalent practice of teachers throughout the observation to respond negatively when children cannot answer questions.

Indicator 3.1: 3 examples occurring at 3 different times during the observation.

Indicator 5.1: Examples must be observed in play and routines, indoors and/or outdoors.

Indicator 5.4: Use of engaging questions must occur as a consistent, regular classroom practice.

Indicators 7.1 and 7.2: Examples must be observed in play and routines, indoors and outdoors (if outdoor play occurs). If lengthy group times occur, consider if any meaningful conversations took place (7.1) and if appropriate questions were asked (7.2) during those groups when considering whether "throughout the observation" is true.

ITEM 13: Staff use of books with children

General note: If no books are observed to be used with children, score 1.1, 1.2, and 1.3 Yes. Score 1.4, all 3's, all 5's, and 7.1 and 7.2 as No. Score 7.3 as NA if all children observed are infants, otherwise score it as No also.

Indicator 3.2: Consider only the children participating in book time(s). Every book time should be set up with the basics to promote children's engagement, considering children's comfort, children's ability to view the book, scheduling and length of the book time, minimizing distractions, age-appropriate book content and length, and number of children participating. If a lack of any of these basics causes many problems for children not being able to pay attention to the book, score No.

Indicator 3.4: If a teacher ever displays a negative attitude about a book or exhibits a complete disregard for the care of books, score No.

Indicator 5.3: The two examples required here must be from two different pictures with two different children, but it can occur during the same book time.

Indicator 5.5: Multiple books are not required but extended interest must be observed at least once. If multiple books are read/used, much interest and enjoyment must be observed in all instances.

Indicator 7.3: Children must be able to clearly see the print the teacher is pointing to as a page in the book is read. The teacher does not have to point out print throughout an entire book reading to earn credit. Although this can be scored NA if not done with infants, if teachers do this practice with infants, score Yes.

ITEM 14: Encouraging children's use of books

Indicator 3.1: eBooks are not counted for this indicator requirement.

Indicator 5.2: There is no access time requirement for this indicator. The term “accessible” in this indicator refers to whether children can see, reach, and use the books. “Most” = almost all.

Indicator 7.3: Three or more books must have been obviously changed or added recently.

ACTIVITIES

ITEM 15: Fine motor

Indicator 1.1: At least one child must have access to at least 2 usable fine motor materials to score No.

Indicator 5.1: More choices are required for larger groups of more than 5 children when children are not satisfied with the 10 different choices provided and show signs more choices are needed. Base the quantity needed on the max number of children allowed.

Indicator 5.2: “Usually” = almost always

ITEM 16: Art

Indicators 1.2, 3.3, and 5.2: Do not make assumptions about what art materials are accessible, used, or how they are supervised from looking at the display only. If unsafe materials in the display are within reach of children but not accessible during the observation, consider these in the Safety item instead.

Indicator 3.5: “Individual expression” means that children are allowed to use art materials in their own creative way, and children are given the opportunity to select the subject matter of the art, the medium in the art activity, or use their own ideas in creating the art. General topics for art work or the art materials used can be selected by the adult, but the child should be able to decide the way in which they are used, within the rules of acceptable use. Craft projects that all look the same and coloring sheets do not count as examples of individual expression.

Indicators 5.3 and 7.3: If only one child 18 months or older is observed doing art, observe two different instances with the same child.

Indicator 7.4: At least 2 examples are required.

ITEM 17: Music and movement

Indicators 3.1, 5.1, 7.1: Instruments that require blowing on a mouth piece, such as kazoos and harmonicas, cannot be credited due to health concerns for the group.

Indicator 3.2: Only discount if background music obviously interferes with other activities, including when reading or singing unrelated music is observed.

Indicator 3.4: Consider only the children participating in the group music activities. Do not consider children who have been allowed to leave the group and choose another activity.

Indicator 5.1: Even if the requirement for number of music materials is met, if children are observed to argue over them due to insufficient quantities, score No. If there are more than 10 children enrolled in the class, there should be enough music materials for one per child enrolled.

Indicator 5.3: If children show disinterest, at least two alternate activities that children are interested in must be accessible for the duration of the music activity.

ITEM 18: Blocks

Indicator 1.1: “No blocks” means there are either none accessible, or there are fewer blocks than are needed for even one child to explore blocks, based on the ages, abilities, and interests of children in the group.

Indicator 3.1 and 5.1: Need age-appropriate blocks for each age group present. Even if the quantity guidelines outlined in the scale book are met, if children are arguing over blocks/accessories due to insufficient quantities, score No.

Indicators 3.2 and 5.2: Accessories must be stored near blocks and be obvious that they are intended for use with block play or be observed being used with blocks. Accessories must add to and not interfere with block play. Large vehicles cannot be counted as accessories.

Indicator 5.1: Access to blocks is required throughout the observation, at the level required for the ages of children being observed.

Indicator 5.2: Although the note for clarification in the scale book on page 50 mentions unit blocks for this indicator, unit blocks are not specifically required. Blocks used should be age-appropriate for the ages of children they are used with. The guidelines in the note for clarification should be followed for any blocks of varied shapes.

Indicator 5.4: Observe for two different children in two different interactions.

Indicator 7.2: There is no time requirement for access for this indicator.

ITEM 19: Dramatic play

Indicators 1.1, 3.1, 5.1: Dress up clothes are not required for infants. “Soft dolls” require a soft body on the doll, but head and limbs could be hard plastic. Dolls must represent humans; mermaids or other half-human representations do not count.

Indicator 3.1: Soft stuffed animal puppets can count as soft animals here.

Indicator 5.1: “Many” is based on amount needed for meaningful play appropriate to the age of children observed using them. Less materials may be needed for infants. “Varied” means children have a variety of options and materials represent all but 2 of the examples listed on page 52 in the scale book.

Indicator 5.2: “Some” = at least 5

Indicator 7.1: All four examples must represent diversity in a positive way.

Indicator 7.2: “Meaningful play” does not require a set number of materials, but there should be enough props so that they can be combined for complex dramatic play, in a large area that allows for active play.

ITEM 20: Nature/science

Indicator 5.4: Kinetic sand is considered an acceptable sand substitute.

ITEM 21: Math/number

Indicator 3.1: Must be met for each age group enrolled in the class.

Indicator 5.1: “Many” means that there are plenty of materials, with little to no competing for materials observed, and a wide range of types of materials are offered for many kinds of math/number experiences.

Indicator 5.3: Observe for two different children in two separate interactions.

ITEM 22: Appropriate use of technology

General Note: “Electronic media” includes any device used that has a screen with moving images, pictures, or print, including toys that are designed to imitate electronic devices.

Indicators 1.2, 3.2, and 5.2: The term “short” found in the note for clarification on page 58 of the scale book means “no more than 5 minutes.”

Indicator 3.3: Replace Note for Clarification in ITERS-3 scale book on Page 58 with the following bullet points from the All About ITERS-3, page 371-372:

- “This item is marked NA if all children in the observed group are younger than 24 months of age, and no technology is observed being used with them. [In which case,] there is no need to score this indicator at all. If screen time is used with the under twos, Indicator 1.3 will have been scored Yes, and Indicator 3.3 will be scored No.
- If any child 24 months old or older spends more than 15 minutes involved in screen-time activities, score Indicator 3.3, No, even if a staff attempt to use a system to monitor time limits but it is not enforced.
- When evaluating a mixed age group with children both younger than 24 months and at least 24 months old, if children under the age of 2 experience any screen time, score the indicator No, even if the 15-minute time limit is carried out with the older children. If screen time is used only with children who are at least 24 months old, and the younger children do not experience the use of technology, determine the score based on the amount of time technology is used with the older children.”

ITEM 23. Promoting acceptance of diversity

Indicators 1.1, 3.1, and 5.1: When crediting non-traditional gender role materials, a contrast with a traditional gender role material is not required.

Indicators 1.1, 3.1, 3.3, and 5.1: Materials presenting images of people, such as dolls, toy people, pictures, and books, must represent humans; mermaids or other half-human representations do not count.

Indicator 5.1: For non-mobile infants, credit can be given for accessibility if they are able to see the diverse materials.

Indicator 5.2: Cultural music played during the observation counts as one example as long as 2 cultures are represented to establish a contrast.

ITEM 24: Gross motor

General note: The location of *stationary equipment* is not moved by the children as part of their play, such as but not limited to climbing structures, swings, spring rockers, and slides. The location of *portable gross motor equipment* moves as a part of gross motor play, such as but not limited to wheel toys, balls, and wagons.

Indicator 1.1: All children must use a gross motor space, indoors or outdoors, during the observation. There is no time requirement, but it must be enough time for satisfying and meaningful play to occur. If any infant spends the majority of time in restrictive furnishings or being held when not necessary for their well-being, and never has access to any space for active physical play, score Yes.

Indicators 1.1, 3.2, 3.4, 3.5, 5.2, and 7.2: If no outdoor space is used during the observation because weather did not permit outdoor play, evaluate any on-site outdoor space that is ever used by the group. If toddlers/twos never use an outdoor gross motor space, score these indicators as No.

Indicator 3.3: On the CPSC playground sheet, beneath the Age-Appropriate Equipment chart, note the list of equipment that is not appropriate for specific age groups. This equipment is never appropriate and is considered “extremely dangerous” for this indicator. “Some” means each child has a reasonable opportunity to use an appropriate gross motor material or equipment option.

Indicator 5.1: Based on number of children enrolled.

Indicator 5.2: The outdoor space must be appropriate and safe, with only minor hazards. No major hazards.

INTERACTION

ITEM 25: Supervision of gross motor play

Indicator 7.1: “Vigorous” = an age-appropriate activity that makes children breathe harder. Most children must have the opportunity to participate in a vigorous gross motor activity initiated by the teacher to earn credit.

ITEM 26: Supervision of play and learning (non-gross motor)

Indicator 1.3: “Interact inappropriately” means many negative verbal and/or nonverbal interactions are used consistently with children and outweigh any neutral or positive interactions observed.

Indicator 3.2: Teachers must stop all major problems.

Indicator 5.3: This must occur often, as the usual classroom practice, and children must recognize that teachers are paying attention to their play.

Indicator 5.4: Must be observed twice in two different instances, and content must differ.

Indicator 7.2: Individualized supervision must occur throughout the observation.

ITEM 27: Peer interaction

Indicator 3.2: Teacher must stop negative peer interaction in positive or neutral manner, and the guidance provided must be effective.

Indicator 5.3: Intentional attempts to guide and facilitate appropriate peer interactions are required and must be observed often. The absence of negative peer interactions is not enough alone to earn credit.

Indicator 5.4: Individual and small group play should be observed to be the prevalent practice in the classroom during the observation. Although large groups can occur, they should be limited, and individual and/or small group play should occur more frequently.

Indicator 7.1: Observe twice for two different children.

ITEM 28: Staff-child interaction

Indicator 5.4: There must be several instances of playfulness or appropriate humor with children observed throughout the observation. Singing with children counts as an example of playfulness.

ITEM 29: Providing physical warmth/touch

Indicator 5.2: If children rarely go near teachers to initiate physical contact, or if teachers are not frequently within reach of the children, score No.

Indicator 5.3: This must be the consistent practice in the classroom when roughness is observed. Guidance needs to be positive and intentional, and teachers must model the gentle touches for children. If teachers ever model negative physical touch or respond negatively to a child’s touch, score No. If roughness doesn’t occur during the observation, teachers must be observed modeling gentle touches as an act of affection, during a game, or in some other positive method to purposefully teach children more about using gentle touches.

ITEM 30: Guiding children’s behavior

Indicators 3.1 and 5.1: Telling a child “No” is not an automatic discount. Only when “no” is said excessively and controllingly would it be considered a negative verbal response. Consider tone, context, yelling, criticizing, sarcasm, etc. to determine what is a negative response.

Indicator 5.5: If there are no examples of needing to guide children's behavior because no problems are observed, teachers must be observed providing an example for other nonbehavioral related reasons, such as why she asked the child to wear his coat outside, why she is encouraging a child to try a new food, etc.

Indicator 7.1: If negative behaviors occur, the two examples should be explanations of how the child's negative behavior affected someone else. When there are not at least two negative behaviors, examples can also be explanations of how a child's positive behavior affected another person.

PROGRAM STRUCTURE

ITEM 31: Schedule and transitions

General Note: If all children are obviously on individual schedules for play and routines, regardless of age, score the item NA. In a mixed age classroom, where some children are on individual schedules and others are not, score the item based on the children observed who are on a group schedule.

Indicator 1.5: "Children" = almost all children

Indicator 3.1: If a specific routine care task is ignored for most children, or one or more child(ren) have all types of routine care ignored, score No.

Indicator 5.1: "Often" = most observed transitions, must be typical procedure. Gradual transitions occur when children are able to begin the next activity while others are still involved in the prior activity.

Indicator 5.2: To score Yes, there can be no long delays observed, due to teachers being unprepared, that cause children to wait for long periods.

Indicator 5.3: If ignoring is observed to cause distress, consider it a negative interaction.

Indicator 7.2: If any negative or harsh treatment of children is observed during any transition, score No.

Indicator 7.3: Waiting times with nothing engaging to do never exceed 3 minutes for any child.

ITEM 32: Free Play

Indicator 3.1: Free play is expected to occur for every child.

Indicator 3.2: Supervision is required for all children; interaction is required for some children. Supervision must be positive or neutral, with few if any negative interactions and no extremely harsh interaction observed.

ITEM 33: Group play activities

Indicators 1.1 and 5.1: For nonmobile children, look to see if the children are interested in the group play, as evidenced by their facial expressions, where their attention seems to be, and body language. If they are not interested and are not moved to an alternate activity they are interested in, they are being forced to participate.

Indicator 5.3: If children show disinterest, at least two alternate activities that children are interested in must be accessible for the duration of the group activity.