Additional Notes for the ITERS-3

Be sure to replace older notes with newer notes. ***Most recent changes are in blue:***

Release Date	
09-17	Item 20 (5.2, 5.3, 7.4)
03-18	Administration of the Scale Explanation of Terms Item 1, 2, 4, 10, 16, 18, 20 (5.4), 21, 23, 24, 26
07-18	Item 2, 5, 9, 14, 20, 23, 24
02-20	Item 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 15, 16, 18, 19, 20, 22, 23, 24, 28, 29, 30, 32, 33
01-21	Item 20, 25
02-22	Item 22, 25
07-22	Item 22, 24
08-22	Item 16
02-24	Item 5, 6, 7, 21
10-24	Explanation of Terms, Item 2, 7, 13, 14, 15, 16, 17, 24, 25, 29
10-25	Item 3, 20
08-26	**Explanation of Terms, Item 4, 6, 8, 10, 11, 13, 16, 31, 32**

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.

Disinfecting sinks between uses for different purposes: According to Caring for Our Children (CFOC), to avoid the spread of disease, separate sinks should be used for food preparation/service, another should be used for toileting/diapering and one more should be used for all other purposes. However, it is unusual for early childhood program classrooms to be equipped with multiple sinks reserved for different used.
New information from CFOC shows that touching sink faucets after handwashing does not add to a substantial amount of contamination. Therefore, it is no longer required that faucets be turned off with a paper towel. In addition, if sinks are observed to be used for multiple purposes, and only the faucets are touched during handwashing (e.g., no food washed in sink, no touching sink surfaces occurs), it is no longer necessary to disinfect the sinks between different uses, except when soiled or during regular cleaning. Therefore, if a shared sink is used without disinfecting, consider the relative contamination that is observed, and if minimal, consider this a minor problem when scoring the handwashing/sanitation indicators.

Accessibility: Young children learn best when they are following their own preferences, learning styles, and interests. Therefore, determining access to specific play materials is based on how much time children actually get to use the materials. Whole and small group times, overly long routines or transitions, and spending time in gross motor space past the point of children's engagement, all cut into children's use of classroom materials. Therefore, access is based on the extent to which the time for self-selected play opportunities is cut short (lapses) for the children. Consider not just how much time is used in a group time or whether children are engaged, but rather on the total amount of time observed during which children are not allowed to meet their individual needs for satisfying play/learning.

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.
	3.2	If the classroom has windows with dark shades or blinds on all windows that are closed throughout the observation, credit is not given since children do not experience natural light.
2. Furnishings for care, play and learning	3.1, 5.1	If a smaller diapering table or other diapering surface is used, but it is not long and/or wide enough to accommodate the child's whole body, give credit for 3.1 but not for 5.1.
	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. For indicator 5.1, if no adult seating of any kind, is present or observed being used, and this causes problems, such as staff feeding a baby while sitting on the floor and hands become contaminated, score No. For 7.1, adult furnishings that adequately allow staff to sit comfortably while working with children are required to be used at some point in the observation.
	5.2	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. One example for play and one for routines must be observed being used.
	5.3	**"Several areas"** means soft furnishings are found in at least 2 play areas.
	7.1	For indicator 5.1, if no adult seating of any kind, is present or observed being used, and this causes problems, such as staff feeding a baby while sitting on the floor and hands become contaminated, score No. For 7.1, adult furnishings that adequately allow staff to sit comfortably while working with children are required to be used at some point in the observation.
	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.
3. Room arrangement	3.2	The examples listed in this indicator are not requirements. The different types of spaces required should be based on the ages of the children observed and the types of activities they can do. For example, a class of very young infants would not require a messy play area, while a class of toddlers might have one, although it would not be required.
	7.4	This indicator can be scored NA if all children enrolled are under 12 months because of the potential suffocation risks associated with soft furnishings for children under 1 year of age.
4. Display for children	**3.3**	**Any child-created artwork can be counted, including teacher-directed projects as well as individualized work.**
	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

Based on new guidance from the resource Caring for Our Children (CFOC), updated 09/2023, it is no longer required that the faucet be turned off with a paper towel. According to CFOC's updated notes, programs may turn off the faucet during handwashing to save water. Programs do not need to leave the water running because data has not shown that a significant number of germs are transferred between hands and the faucet. At the end of the procedure, faucets may be turned off with or without a paper towel depending on program requirements. Research has shown that using a paper towel to turn off the faucet does not improve health. A handout, Diapering and Handwashing Procedure, is available on the ERSI website, www.ersi.info and contains the complete handwashing procedure.

If a mealtime is not observed during the 3 hours, indicators 1.1 and 1.2 should be scored, "yes." All other indicators related to nutrition, interactions and schedule should be scored, "no." Score indicators related to sanitation based on other observed sanitary practices if no sanitary practices related to meals take place during the 3-hour observation.

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.

1.2, 3.2, 5.2 When deciding whether foods observed being served at meals may be choking hazards, consider all foods offered. To score 1.2 Yes, most foods must be inappropriate, with many problems. For 3.2, generally appropriate means there may be a minor problem observed, but the children are not observed being affected. For example, there may be a food that might cause choking but children eat the food with no problems. To score 5.2 Yes, there can be no safety issues with the appropriateness of the food.

3.5 To score No, an extremely negative interaction, or many mildly negative interactions, must be observed.

7.5 The math talk used during feeding times should allow children to gradually learn the meanings of the math words used. For example, if counting, this should be tied to pointing to or moving objects such as crackers or cereal pieces. Just asking if a child wants "more" is not considered unless it is clear to the child what the word means in terms of quantity. If comparisons, such as "big" and "little" are used, the comparison should be clearly pointed out to the child.

6. Diapering/toileting		Based on new guidance from the resource Caring for Our Children (CFOC), updated 09/2023, it is no longer required that the faucet be turned off with a paper towel. According to CFOC's updated notes, programs may turn off the faucet during handwashing to save water. Programs do not need to leave the water running because data has not shown that a significant number of germs are transferred between hands and the faucet. At the end of the procedure, faucets may be turned off with or without a paper towel depending on program requirements. Research has shown that using a paper towel to turn off the faucet does not improve health. A handout, Diapering and Handwashing Procedure, is available on the ERSI website, www.ersi.info and contains the complete handwashing procedure.
	3.2	**When checking to see whether children need diaper changes, staff must visually check the diaper's wetness indicator under clothing or open the diaper to see if a change is needed. Just touching or smelling a diaper over children's clothing is not adequate.**
	3.2, 5.2, 7.2	For all 3 indicators, all children need to be able to use the toilet or have diapers/pull-ups checked or changed at least once during the 3 hour observation. The difference between the indicators is the extent to which individual needs are met. Therefore, in 3.2, all children's needs are met as a group, with very little individualization. For example, a child may be wet for a long period until all children are changed. 5.2 requires more individual attention, meaning that a group schedule might be used, but children in need of diapering/toileting attention are taken care of also. For 7.2, individual schedules are used for all children, and there is no "assembly line" treatment of the children.
	3.4	To score No, an extremely negative interaction, or many mildly negative interactions must be observed.
7. Health practices		Based on new guidance from the resource Caring for Our Children (CFOC), updated 09/2023, it is no longer required that the faucet be turned off with a paper towel. According to CFOC's updated notes, programs may turn off the faucet during handwashing to save water. Programs do not need to leave the water running because data has not shown that a significant number of germs are transferred between hands and the faucet. At the end of the procedure, faucets may be turned off with or without a paper towel depending on program requirements. Research has shown that using a paper towel to turn off the faucet does not improve health. A handout, Diapering and Handwashing Procedure, is available on the ERSI website, www.ersi.info and contains the complete handwashing procedure.
	1.4	To score Yes, the observed environmental risk must present an extreme hazard to the children and be likely to cause a major health risk. For example if many cigarette butts are observed within easy reach and supervision is lax, or obvious animal excrement is widespread in actively used play spaces, score Yes. However, if any environmental problems do not create a high risk, and supervision decreases the risk, score No.
		Replace original note for 1.3, 3.3, 3.4. 5.3, 5.4 with the following:
	1.3, 3.3, 5.3	Nap/rest may not be observed within the 3-hour observation. The observer may decide to remain after the observation to see how sleeping equipment is placed but this is not required. Score these indicators NA if no nap related evidence is observed, such as cots or bedding storage, placement of cribs/cots. If many major sanitary problems are observed, score 1.3 Yes, even if placement of sleeping equipment is not seen. In addition, score 3.3 No if any major problem is observed (e.g., substantial touching of children's bedding), even if crib/cot/mat placement is not seen. Score indicator 5.3 NA if placement of sleeping equipment is not observed unless there are other sanitary nap-related issues that require a score of No. To score 3.3 and 5.3 Yes, placement of sleeping equipment must be observed.
	3.4, 5.4	Score NA if children show no signs of having sleep/rest problems during the observation and nap/rest is not observed during the 3-hour observation. However, if evidence is observed of children being tired and not having sleep needs met, or if children are not tired when expected to sleep, score as evidence requires.

8. Safety practices	**1.1, 3.1, 5.1, 7.1**	**All unsafe accessible outlets are considered one hazard. The severity of the hazard represented by accessible electrical outlets that are uncapped or not made to be tamper resistant depend on the number of outlets, whether they are in a high use area, the level of supervision provided, and the characteristics of the children in the group including whether they are mobile or not.** **When counting play materials that pose a choking hazard, count the presence of any observed materials as one hazard. Determine the seriousness of the hazard based on the number observed, access, supervision and children's characteristics. Foods that pose a choking risk are considered a separate hazard. For a list of these foods refer to guidelines from national organizations such as the CDC or The American Academy of Pediatrics.**
	1.2, 3.2, 5.1, 7.1	**Choking hazards in the outdoor space such as small rocks, acorns, and mulch are considered one hazard. Determine the seriousness of the hazard based on the number observed, access, supervision and children's characteristics.**
	5.4	When few safety problems are observed, that staff need to explain to a child, only one example is required to meet the requirement for "usually." However, if there are many issues observed, explaining the danger to the child must be a regular practice, even though there can be some lapses observed for minor issues.
9. Talking with children	5.2	"**Most**" means the vast majority of talking done with the children during the observation. To give credit, most observed informal talk with children should be social or to help children gain information, and not used mainly to manage their behavior.
10. Encouraging vocabulary development	3.2	In addition to the examples, the definition of "usually appropriate" includes that the talk is generally positive or neutral, and carries no negative social message.
	5.3	The two required examples can be either about past OR future experiences, or both; both past and future examples are not required. The talk about past or future experiences must relate to what children are able to understand. In the case of infants, it might be very simple, such as saying "Your daddy told me that your grandma gave you this new sweater," or "Your mommy brought you in this morning and you were asleep." Toddlers who have more memory of time and anticipate upcoming events might respond to an idea such as "Mommy said you got new shoes at the mall this weekend" or "Remember we played in sand this morning." Simply telling a child what is coming next in the schedule does not meet the requirement.
	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.
	7.3	**Replace the last sentence of the additional note with the following:** **However, there should be obvious evidence of ongoing changes in both toys/materials and display.**

11. Responding to children's communication	3.3	The intent here is that the staff remain calm and positive with children throughout the observation, even during more tense or hectic times. Even if some short more stressful periods are observed, with children crying and their needs not being immediately met, credit can still be given, if staff continue to respond positively to the children and attempt to provide comfort during these stressful times. However, there should be few if any long periods of heightened stress during the observation to score Yes.
	3.4	**To give credit, no ignoring of a child's communication can be observed if it causes the child lasting distress. In addition, if staff ignore children's communication as a regular practice, even without lasting distress, credit cannot be given.**
13. Staff use of books with children	**5.2**	**This indicator must be met for all observed book times; however, more than one book time is not required to give credit. Credit can be given if only one book time is observed and the requirements of the indicator are met for that one book time.**
	5.4	This indicator requires that staff read a complete book, unless the child(ren) clearly lose interest before the book is finished. The observed book reading should be long enough to be a meaningful and engaging experience for child(ren) to be counted. In addition, singing the text of a book or reading picture labels in picture-word books can be counted as reading the text in a book.
14. Encouraging children's use of books	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.
	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.
	7.3	To give credit, there should be at least 3 books that have been obviously added recently.
15. Fine motor	1.2	Score "Yes" if children do not use accessible materials and staff do not encourage use.
	3.3	Change the example, "stack table blocks for children" to "stack nested cups for children." Table blocks are considered in scoring Item 18, Blocks, and therefore are not considered in scoring Fine motor.
	3.4	To give credit, two examples of materials on different levels of difficulty, suitable for the children in the group, must be observed.

16. Art	1.1	**When children use electronic drawing materials such as a drawing app on a computer or a special drawing device, consider whether children have reasonable control over the marks they can make. If the child is able to use the electronic drawing materials with no problems, give credit as a drawing art material.** 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. Score "Yes" if children 18 months and older are not observed using accessible materials and staff do not encourage use.
	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.
	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."
	1.3	Remove the following note: Score "Yes" if children 18 months and older are not observed using accessible materials and staff do not encourage use.
	3.1, 5.1	**When materials such as crayons or markers are used to color or scribble on pre-made pictures, such as coloring pages or ditto sheets, they are not given credit as drawing materials.**
	3.5, 5.4	**"Individual expression" does not include completing teacher-created projects that represent adult ideas of what children should do. Nor does it include coloring or scribbling on pre-made coloring pages or worksheets since these were drawn by others and do not represent children's creative ideas or abilities.**
	5.3	Although the talk can be brief, this indicator requires more than just naming colors.
	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.
	7.2	To give credit, staff must be observed both talking about how to use of the material AND showing how to use it. The semicolons in the examples are typos and should be replaced with the word "and." For example, the staff member explains that playdough is not to eat AND then shows a child how to pat it or roll it into a ball, talking about what she is doing.
17. Music and movement	5.1	If more than 10 children are allowed to attend at one time, then there must be at least one instrument per child. In addition, to give credit for this indicator, the required number of instruments cannot all be the same type.

18. Blocks	3.2, 5.2	Different types of accessories are not required.
	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. The time requirement of "accessible" is not required to give credit. Large hollow blocks may be accessible for a more limited amount of time, for example outside or in an indoor gross motor space, and be given credit, as long as the amount of time allows for a satisfying experience for the children.
19. Dramatic play	3.1	To give credit, at least 2 appropriate dolls and 2 appropriate soft animals must be accessible.
	7.2	To give credit, the materials must be observed to be accessible to the children during the 3-hour observation.

20. Nature/science		Kinetic sand cannot count as an appropriate sand/water substitute for children under 3 years of age because it poses a safety hazard if ingested.
	1.3	If the only observed nature/science staff involvement is negative, such as stepping on a cockroach indoors, killing a mosquito, or telling a child about her fear of snakes, then score this indicator Yes. However, if there are also positive instances observed, such as showing interest in plants, animals or the weather, and these outnumber the negative, score No.
	3.1	This indicator specifies "some pictures, books or toys" that represent nature realistically." *Some* means at least two materials, in any combination from the three categories, which are developmentally appropriate and they must be accessible to at least some of the children. Even if other appropriate nature/science materials are accessible, credit cannot be given. Such materials might include plants and animals that children obviously show interest in or care for, nature science tools that are accessible and used to observe or experiment with, and natural objects children can easily access.
	3.2	Play with water or natural sand counts as an opportunity for children to experience the natural world or natural objects. Blowing bubbles with children, counts as a science experience; however, it is not counted as an experience with the natural world or natural objects and does not meet the requirement of this indicator.
	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.
	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.
	5.4	Enough appropriate sand/water toys are required so that there is no competition among children. 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.
	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.

21. Math/number	3.2	The required talk does not have to be related to math materials required in 3.1. Math talk about any play materials can be considered. Staff math talk to children, about play materials/equipment being used outdoors, can also be considered here.
	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.
22. Appropriate use of technology		In some settings computer screen savers are used on monitors as a constant part of the environment. If children are not using the technology, or being made to watch it as an activity and are not observed to be attracted to it in any way then do not consider this in scoring. If a child spends a very brief time using screen time (less than 2 minutes) and this is a rare occurrence during the observation, mark the item NA.
	7.2	The 2nd example for this indicator, "photos on tablet or cell phone showing children's everyday experiences," should not be considered here, as long as they are not animated or accompanied by sound. If staff only use devices to show children still pictures, do not count as use of technology for this item.
23. Promoting acceptance of diversity	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.
	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.
	5.2	For the category of ages, old people or seniors should be evident, since their depictions are often underrepresented in children's programs.
	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.

24. Gross motor	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.
	1.2	To score No, some equipment or materials must be accessible during the observation.
	3.2, 5.2	Because of possible timing error, a two-minute exception is allowed because it is so difficult to track time to the second. However, no more than two minutes can be lacking to meet the time requirements in these indicators.
	3.3	"Extremely dangerous" equipment carries a very serious risk of extreme danger to the children. Accidents are likely to happen and when they do, injuries require medical care. The danger represented in equipment is related to the equipment itself and the abilities of the children who use it. The document, "Playground Information to Use with the Environment Rating Scales" lists equipment that is not appropriate for use by any age group as well as for preschoolers and children under 3 years old. Everything on those lists is considered "extremely dangerous." In addition, when considering equipment listed by age group that is considered age-appropriate, the danger increases as the equipment in question gets further from the ranges for the age group. For example, for infants and toddlers, climbing equipment should not be more than 32 inches high. It will not be considered extremely dangerous if it is a few inches higher, but becomes more so as the height increases. Equipment appropriate for preschoolers of 60 inches high would likely be extremely dangerous for toddlers, but other issues should be considered in making a judgement about whether the equipment is a major hazard or an extreme hazard, such as the likelihood of falling, the adequacy of protective cushioning under and around it, and the relative consequences of falling.
	5.2	To give credit for this indicator, there can be no major hazards in the space used by the children and no more than 4 minor hazards.
	3.4, 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.
	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.

25. Supervision of Gross Motor Play	3.1, 5.1	To give credit for these indicators, some outdoor gross motor play must be observed for children 12 months and older, weather permitting. There is no specific time requirement for outdoor gross motor play, but it must be enough time to be a satisfying experience for the children.
	7.1, 7.2	Evidence for both indicators must be observed during the observation.
	7.1	Vigorous activity requires that children are very active, although this will vary depending on children's ages and abilities. To give credit, staff should initiate this type of very active play across all ages and abilities observed.
	7.2	The indicator requires that the staff help children develop a new gross motor skill and/or to use more challenging equipment. Only one of these needs to be observed.
26. Supervision of play and learning (non-gross motor)	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.
28. Staff-child interaction	1.3	Indicator 1.3 means that the "generally ignored" children get little, if any, attention of any kind during the observation, in routines, transitions and play. They might have bottles propped for feeding, or not be fed at all while others are. They might be isolated, for example, left in cribs or playpens while others get more attention or play opportunities. This treatment would be the usual practice for one or more children to score this indicator Yes.
29. Providing physical warmth/touch	1.3	The discouragement of physical contact among children must be the consistent practice, observed frequently throughout the observation to score this indicator "Yes."
	3.3	Within the infant/toddler age group, a certain amount of what appears to be negative physical contact is expected as children learn to control their actions and to understand appropriate touch. Children may be observed pushing, hitting or biting others as they work out their social interactions, not really understanding the effects of their actions. However, to ensure that children can feel safe in their environment, score Yes only if staff actively minimize this behavior by supervising closely and intervening as quickly as possible. If many examples of negative physical contact are observed throughout the observation, score No.
	5.3	To score Yes, staff must encourage gentle touch almost any time that children are aggressive with one another, and to do this, they must physically demonstrate gentle touching.
30. Guiding children's behavior	3.3	Usually means that staff maintain the control required to keep children from hurting themselves, one another or being destructive most of the time, with only a few exceptions during the observation. If there are constant minor problem behaviors, such as pushing, hitting, taking toys, not listening to staff, or running in the room, in which children do not become particularly upset or hurt, or a few major problems that are not stopped, caused by one or more children, score this indicator No.
31. Schedule and transitions		**This item must be scored if any infant present is expected to be on a group schedule for any observed routine care activity or transition. A routine or transition is considered to be done as a group when more than half of the children present are expected to do the routine or transition at the same time.**

32. Free play		**When staff restrict children in terms of what they can access to use in a play area or interest center, free play is not being provided to the children. It is not required that all play areas or interest centers are open but children should not be overly restricted.**
	5.3	The intent of this indicator is that the play materials are picked up and reorganized as needed so that children can engage in productive play. Staff should be observed picking up clutter at least once during free play, and more often, if needed, so that children can easily move around the play space and find the materials they need to properly engage in productive play.
33. Group play activities	1.1, 5.1	Score 1.1 Yes only when there are extreme problems observed with the way in which group times are carried out, so that all children are required to join the group even when they do not want to and many cannot become or remain engaged throughout the activity but must remain in the group. Indicator 5.1 is scored Yes, each child is encouraged or invited to the group time, but never forced to come, and once there, he or she is allowed to leave with no negative message from staff when not interested and enjoying the group time.