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⊗ **ECERS-R General Note, Administration of the Scale (page 5)**

Effective July 1, 2014- The ECERS-R scale will be used in classrooms for children **3-5 years of age** (previous age span was 2.5 to 5 years).

⊗ **ECERS-R General Note, Hand sanitizer use:** Hand sanitizer will no longer be allowed as a substitute for hand washing with water. Only soap and water will be acceptable for hand washing.

**Hand washing:** If programs are using "foam" type soaps that still make bubbles without hands being wet first, wetting hands is not required.

⊗ **ECERS-R (page 10) Item #1 Indoor Space, 7.2-** "Ventilation can be controlled" means that the staff in the room can control the ventilation. If a door or a window needs to be opened for ventilation, it must have safeguards such as screens or a locking gate, so that children's health and safety are protected, to be given credit. If a ventilating fan is used in the room or a central air circulation system for the building, ask the teacher whether they can control it themselves.

⊗ **ECERS-R (page 12) Item #2 Furniture for routine care, play and learning, 3.1-** When determining whether furniture for routine care is sufficient, consider the sizes of cubbies in relation to what is stored in them to see if they can adequately accommodate all of each child's possessions. Each child enrolled in the group must have an individual cubby that is not shared with anyone else, with space for all possessions to be stored there. This is to reduce the spread of lice and scabies.

⑰ **ECERS-R (page 12) Item #2 Furniture for routine care, play, and learning, 3.1 (continued)-** When considering children's storage space (e.g., cubbies), determine whether children's coats would fit without spilling out or touching another child's possessions, even if the observation takes place when coats are not being used. Also, consider whether all children's possessions that are put into cubbies fit (such as blankets, sheets, extra clothes) without spilling out.

⑰ **ECERS-R (page 12) Item #2 Furniture for routine care, play, and learning, 3.1 (continued)-** However, if children do not use their cubbies well (not pushing things into the space properly so things fall out) consider whether the furniture would hold everything if used correctly. Consider the problem of things spilling out of cubbies in Health and Nap if appropriate.

⊗ **ECERS-R (page 15) Item #4 Room arrangement for play, 1.2, 3.2-** A room arrangement that is divided into interest areas or centers, using shelves or other furniture, can be given credit as being "not difficult to supervise visually" as long as teachers move about the spaces used by the children so that they can see each child frequently enough to ensure that each child is safe, and so that they can interact with children when needed.

⊗ **ECERS-R (page 15) Item #4 Room arrangement for play, 1.2, 3.2 (continued)-** Credit can be given even though they may not see all children at all times. However, the ages, abilities and impulsiveness of the children must be considered when scoring.

⊗ **ECERS-R (page 16) Item #5 Space for privacy, 3.2-** All spaces used for privacy must be easily supervised by staff. Any space for privacy that a child uses is considered "easily supervised by staff" if the space is open enough to allow visual supervision. It is not required that the teachers can see the space(s) at all times, as long as teachers move about the room and can see the spaces for privacy used by the children frequently enough to ensure that each child is safe.

⊗ **ECERS-R (page 16) Item #5 Space for privacy, 3.2 (continued)-** To score, observe the relationship between the teachers' supervision and how spaces for privacy are used to see if children are adequately supervised. The ages, abilities, and impulsiveness of the children must be considered when scoring. Older, less impulsive children require less visual supervision than younger or more impulsive children.

⊗ **ECERS-R (page 18) Item #7 Space for gross motor, 3.1-** In the note for this indicator, replace "In programs operating for less than 4 hours per day, at least ½ hour is required" with the following: In programs operating less than 8 hours a day, see *Explanation of Terms Used Throughout the Scale* on page 7 to determine the amount of time required for part day programs of less than 8 hours.

⊗ **ECERS-R (page 18) Item #7 Space for gross motor, 3.2-** Fences surrounding a playground must completely enclose the play space and measure at least 48" high. The latches of access gates should measure between 34 - 48" high to prevent children from passing through the fence, the vertical members of the fence should be spaced 4" apart or less.

⑰ **ECERS-R (page 18) Item #7 Space for gross motor play, 3.2-** Taken from ASTM F2049: A barrier needs to be in place to prevent a vehicle from accidentally entering the play space. This can be done one of 3 ways: 1.) Discrete barrier such as structural bollards, trees, or posts, should be placed along any side of the playground which is within 30 feet of streets or parking. Discrete barriers need to be placed with a maximum of 42 in. apart from each other. The distance from the fence to the barrier is a minimum of 2 feet.

⑰ **ECERS-R (page 18) Item #7 Space for gross motor play, 3.2 (continued)-** 2.) Continuous Barrier such as guardrails, concrete or brick reinforced wall should be placed along any side of the playground which is within 30 feet of streets or parking. The distance from the fence to the barriers is a minimum of 2 feet and a height of at least 48 in. 3.) Compliant impact tested fence: Need proof of compliance.

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17 ECERS-R (page 18) Item #7 Space for gross motor play, 3.2- When noting hazards, do not try to imagine every possible accident that could occur. Instead consider the **seriousness** of the hazard and the **likelihood**. A major hazard is one where the risk of serious injury is very high. A minor hazard is one where the consequences would not be as great or the accident would be less likely. (Ex. a bottle of full-strength bleach left within reach on a table (major hazard), compared to a bottle that is stored up high, out of reach, but not locked (minor hazard).

⊗ ECERS-R (page 20) Item #8 Gross motor equipment, 3.1- In the note for this indicator, replace “For programs of 4 hours or less, at least half an hour of access is required” with the following: In programs operating less than 8 hours a day, see *Explanation of Terms Used Throughout the Scale* on page 7 to determine amount of time required for part day programs of less than 8 hours.

⊗ ECERS-R (page 20) Item #8 Gross motor equipment, 5.2- When determining the number of skills from a piece of gross motor equipment, most portable equipment will be limited to 2 skills (Ex: tricycles: pedal and steer; balls: kick and throw). Unless they have something that is used with it like a basketball hoop or tennis racket. On permanent structures, if there are different ways to access the equipment (Ex: rock wall, ladder, and chain ladder) they can be counted as different climbing skills as they vary in complexity.

17 ECERS-R (page 24) Item #10 Meals/snacks, 1.1, 3.1- Children should be fed every two-three hours unless sleeping. During a 3 hour observation, at least one meal or snack should be observed.

⊗ ECERS-R (page 24) Item #10 Meals/snacks, 1.3, 3.3- Bleach water solutions used as a sanitizer or other EPA registered sanitizers must remain on the surface (such as tables food is being served on, tables children and adults are eating on and food prep areas) for **as long as the label says the contact time should be** to receive credit. Be sure all instructions are followed. Safety issues regarding the use of an alternative sanitizer should be considered in the Safety and General supervision items when applicable.

⊗ ECERS-R (page 24) Item #10 Meals/snacks, 1.3, 3.3 (continued)- Disinfectants **should not be used** on tables or other food contact surfaces. Hand washing: If programs are using “foam” type soaps that still make bubbles, hands do not have to be wet first. Since 3 important health practices are required (eating surface sanitizing, hand hygiene and serving uncontaminated foods), consider the extent to which each of the required health practices is followed.

⊗ ECERS-R (page 24) Item #10 Meals/snacks, 1.3, 3.3 (continued)- If there is **little effort** in 2 of the 3 practices, (Ex: hand washing is completely ignored, there is no attempt to clean tables, and/or foods are served under conditions that cause extreme contamination), then **score 1.3 Yes**. There can be minor lapses in following the hand washing procedure (Ex: not rubbing for the 20 seconds, but rubbing all hand surfaces thoroughly; not wetting hands first, but soap still makes bubbles).

⊗ ECERS-R (page 24) Item #10 Meals/snacks, 1.3, 3.3 (continued)- However, hands should be cleaned reasonably well. If there is a **significant attempt** to complete all practices, even if some procedures are not done absolutely correctly, **score 3.3 Yes**. If there is a **minimal attempt** to do all procedures, but the practices are completed with **many serious errors**, **score 3.3 No**.

⊗ ECERS-R (page 26) Item #11 Nap/rest, 1.2, 3.2, 5.3- *Caring for our Children, 3<sup>rd</sup> Edition* requires 3 feet between cots/mats. Solid screens or other barriers, such as crib ends or toy shelves, are no longer acceptable because they would need to extend from floor to ceiling to prevent airborne contamination from one child to another, and would disrupt supervision. For 1.2, score No if at least 75% of the mats/cots are separated by at least 18 inches.

⊗ ECERS-R (page 26) Item #11 Nap/rest, 1.2, 3.2, 5.3 (continued)- For 3.2, do not give credit unless there is at least 18 inches between every sleeping provision. Indicator 5.3 requires 3 feet between each sleeping surface.

⊗ ECERS-R (page 28) Item #12 Toileting/diapering, 1.1, 3.1- EPA approved **disinfectant** may be used in place of bleach water solution for diaper changing table surfaces. **Be sure all instructions on the label for use are followed to receive credit**. Safety issues regarding the use of the alternative disinfectant, such as not rinsing the residue if required or not keeping out of the reach of children, should be considered in the supervision related indicators of this item and in the Safety and General supervision items where applicable.

⊗ ECERS-R (page 28) Item #12 Toileting/diapering, 1.1, 3.1- *Caring for Our Children, 3<sup>rd</sup> Edition*, includes changes in the diapering procedures when programs use non-absorbent paper. Non-absorbent paper is required that extends from the child’s shoulders to beyond the feet. The diapering surface must be **disinfected**, but does not have to be washed first, as long as the paper is used and the surface is not visibly soiled. For the complete current diapering procedure, see *Caring for Our Children, 3<sup>rd</sup> Edition*.

⊗ ECERS-R (page 28) Item #12 Toileting/diapering, 1.1, 3.1- If the program is using the same sink for meals/snacks as well as toileting/diapering, the sink needs to be cleaned with soap and water and then **disinfected** before washing hands for meals/snacks. **Read and follow all product label instructions for contact time required**.

⊗ ECERS-R (page 28) Item #12 Toileting/diapering, 1.3, 3.3- There can be minor lapses in following the hand washing procedure (not rubbing for the 20 seconds, but rubbing all hand surfaces thoroughly; not wetting hands first but soap still makes bubbles, not turning off faucets with a paper towel). However, hands should be cleaned reasonably well. If hand washing is usually ignored completely, **score 1.3 Yes**.

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⊗ **ECERS-R (page 28) Item #12 Toileting/diapering, 1.3, 3.3 (continued)-**

If attempts to complete hand washing usually occur when needed, even if incomplete, **score 1.3 No and 3.3 No**. If there is a **significant attempt** to complete hand washing as required, even if some procedures are not done absolutely correctly, **score 1.3 No and 3.3 Yes**, as long as 75% of the adults and 75% of the children's hands are washed.

⊗ **ECERS-R (page 30) Item #13 Health practices, 1.1, 3.2-** For cleaning toys, an EPA registered **sanitizer** should be used and all labeled instructions for contact time and proper procedures should be followed. For hazardous bodily fluids, an EPA registered **disinfectant** should be used and all labeled instructions for contact time and proper procedures must be followed.

17 **ECERS-R (page 32) Item #14 Safety practices, 1.1, 1.2, 3.1-** When noting hazards, do not try to imagine every possible accident that could occur. Instead consider the **seriousness** of the hazard and the **likelihood**. A major hazard is one where the risk of serious injury is very high. A minor hazard is one where the consequences would not be as great or the accident would be less likely. (Ex. a bottle of full-strength bleach left within reach on a table (major hazard), compared to a bottle that is stored up high, out of reach, but not locked (minor hazard).

17 **ECERS-R (page 32) Item #14 Safety practices, 1.1, 3.1 -** Consider bollards in safety practices as an indoor safety hazard based on classroom location (for example, a program in a strip mall, that is close to parking or streets with a classroom facing the parking or street). A barrier needs to be in place to prevent a vehicle from accidentally entering the indoor play space.

17 **ECERS-R (page 32) Item #14 Safety practices, 1.1, 3.1 (continued)-** A barrier such as structural bollards, trees, or posts should be placed along any areas where a classroom is located with 30 feet of streets or parking. Barriers need to be placed with a maximum of 42 in. apart from each other.

⊗ **ECERS-R (page 32) Item #14 Safety practices, 1.2, 3.1-** Taken from ASTM F2049: A barrier needs to be in place to prevent a vehicle from accidentally entering the play space. This can be done one of 3 ways: 1.) Discrete barrier such as structural bollards, trees, or posts, should be placed along any side of the playground which is within 30 feet of streets or parking. Discrete barriers need to be placed with a maximum of 42 in. apart from each other. The distance from the fence to the barrier is a minimum of 2 feet.

⊗ **ECERS-R (page 32) Item #14 Safety practices, 1.2, 3.1 (continued)-**  
2.) Continuous Barrier such as guardrails, concrete or brick reinforced wall should be placed along any side of the playground which is within 30 feet of streets or parking. The distance from the fence to the barriers is a minimum of 2 feet and a height of at least 48 in. 3.) Compliant impact tested fence: Need proof of compliance.

⊗ **ECERS-R (page 32) Item #14 Safety practices, 1.2, 3.1-** Fences surrounding a playground must completely enclose the play space and measure at least 48" high. The latches of access gates should measure between 34 - 48" high to prevent children from passing through the fence, the vertical members of the fence should be spaced 4" apart or less.

⊗ **ECERS-R (page 40) Item #20 Art, 5.1-** Stamps and stamp pads and bingo daubers are considered under the tools category. These materials were previously considered under the "Paint" category but are now considered "Tools."

⊗ **ECERS-R (page 44) Item #22 Blocks, 3.1, 3.3, 5.1, 5.2, 7.1-** There are 3 types of accessories (transportation, people, animals) required for this item, although there can be other types made available to children as well. Within each type, there are subtypes. For example, animals may include subtypes of zoo and farm animals. For 3.1 and 3.3, only one type is required.

⊗ **ECERS-R (page 44) Item #22 Blocks, 3.1, 3.3, 5.1, 5.2, 7.1 (continued)-** For 5.1, two of the types are required. For 5.2, the two types must be stored separately, although subtypes can be stored together (Ex: all animals in one container; all people in another). For 7.1, all three types of accessories must be represented.

⊗ **ECERS (page 46) Item #23 Sand/water, 5.3-** In the note for this indicator, replace "For programs of 4 hours of less, the requirement of 1 hour is changed to ½ hour" with the following: In programs operating less than 8 hours a day, see *Explanation of Terms Used Throughout the Scale*, on page 7 to determine the amount of time required for part day programs of less than 8 hours.

⊗ **ECERS-R (page 48) Item #24 Dramatic play, 5.2-** To score this indicator Yes, indicator 5.1 must have been scored Yes.

⊗ **ECERS-R (page 50) Item #25 Nature/Science, 5.1-** To meet the criteria for science, "many" means approximately 3-5 examples in three categories. All other categories need to have at least 2 items with at least 4-5 items in another category to balance it out.

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⊗ **ECERS-R (page 52) Item #26 Math/number, 5.1-** To meet the criteria for math, all categories need to have at least 2 items in each category with at least 4-5 items in another (but not all) categories to balance it out.

⊗ **ECERS-R (page 54) Item #27 Use of TV, video, and computers, 3.3-** Due to recommendations in the 2011 version of *Caring for Our Children*, time allowed for children to view television, video, DVD **and** use the computer (“media screen time”) has been changed. Time is limited for children in ECERS groups to **not more than 30 minutes total, once a week.**

⊗ **ECERS-R (page 54) Item #27 Use of TV, video, and computers, 3.3 (continued)- Computer use time** should be limited to no more than **15 minutes per day** for children in a program of any length with the exception of children with disabilities who require assistive computer technology. No media screen time should be allowed during meals/snacks. Smart boards and tablets also count towards screen time.

⊗ **ECERS-R (page 54) Item #27 Use of TV, video, and computers, 3.3-** Anytime a child is “involved” with the computer (Ex: actively using it, watching another child use it, etc.) all of this time, or if it occurs more than one time, are added up to evaluate whether or not the time, per child, has reached the cut-off point of approximately 15 minutes for a full day program.

⊗ **ECERS-R (page 56) Item #28 Promoting acceptance of diversity, 5.1-** Photographs of the children in the group and their families are given credit in the Child-related display item and not as “pictures showing diversity” in this item even if the children and their families in the class photos show diversity of race, culture, abilities or gender roles. In order to be given credit for this indicator, many (at least 3-5) pictures that have been selected intentionally by staff to clearly show diversity, are displayed so they are easy for children to see in the space used by the children most of the time.

⊗ **ECERS-R (page 56) Item #28 Promoting acceptance of diversity, 5.1, 5.2-** An example of diversity requires that there is a contrast between two props. For example, one white doll contrasted with one African American doll represents one example, as does one play food item of a taco contrasted with a play food of sushi. Once an item is counted, it cannot be counted in contrast with another prop to form a second example. To give credit, more than three examples must be observed to be accessible either indoors or outdoors and obvious to the children.

⑰ **ECERS-R (page 58) Item #29 Supervision of gross motor activities, 5.3-** To give credit at least one credible example must be observed.

⑰ **ECERS-R (page 61) Item #32 Staff-child interactions, 5.1-** Many instances, including the more subtle signs of affection, must be observed. This needs to be observed as a general practice throughout the observation. Some examples include: physical proximity, head pats, holding hands, sitting on laps, etc. Also, consider the comfort of the children and teachers in regard to physical contact.

⑰ **ECERS-R (page 65) Item #36 Group time, 1.2-** “Very few opportunities” means more than half of the observation.