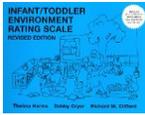
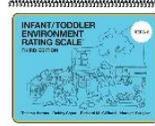


Key differences Between the ITERS-R and ITERS-3



ITERS-R

- Focuses more on materials and classroom arrangement
- Based off of 3-hour observation and interview questions to catch anything not observed
- Much of the day requires no more than 20 minutes without access to materials
- Optional parent and staff section (not used in Colorado QRIS)
- Provisions for relaxation and comfort included in Space and furnishings subscale
- In Personal Care Routines subscale, separate items for greeting/departing and nap
- Scoring for sanitary conditions usually marked at the 3-level if not met 75% of time
- Listening and talking subscale includes 3 items; Helping children understand language, Helping children use language, and Using books
- Sand and water is a separate item, math/number not included
- Interaction subscale includes Supervision of play and learning, Peer interaction, Staff-child interaction, and discipline
- Four items in Program Structure including schedule, free play, group play activities, and provisions for children with disabilities



ITERS-3

- Greater focus on teaching and interaction in regard to materials
- Based entirely on the 3-hour observation; what you see is what you get
- Accessibility looks at access to materials based on abilities on young infants, older non-mobile infants, and mobile children
- Parent and staff section not included
- Soft furnishing incorporated into furnishings
- Greeting/departing item has been removed, nap is included in the health item for personal care routines
- Scoring adjusted for some attempt at 3-level, usually followed (75%) at 5-level, most of the time at 7-level
- Language and books subscale includes 6 items; Talking with children, Encouraging vocabulary development, Responding to children's communication, Encouraging children to communicate, Staff use of books with children, and Encouraging children's use of books
- Sand/water play encompassed in nature/science item; math/number is a new item
- Interaction subscale includes Supervision of gross motor play, Supervision of play and learning, Peer interaction, Providing physical warmth/touch(new item!), and guiding children's behavior instead of discipline
- Provisions for children with disabilities incorporated into other items, Schedule item now listed as "Schedule and transitions"

References:

- Harms, T., Clifford, R.M., Cryer, D., Yazejian, N. (2017). *Infant and Toddler Environmental Rating Scale: Third Edition*. New York, NY: Teacher College Press.
- Harms, T., Clifford, R.M., Cryer, D. (2006). *Infant and Toddler Environmental Rating Scale: Revised Edition*. New York, NY: Teacher College Press.