

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

Effective July 1, 2014- The ITERS-R scale will be used in classrooms for children **0-3 years of age** (previous age span was 0-2.5 years).

⊗ **ITERS-R General Note, Hand washing-** Hand sanitizer is no longer considered an acceptable substitution for washing hands. All hand washing needs to be with soap and water.

**Hand washing:** Per the [Colorado Health Department](#): When foam soap is used, hands **must** be wet with **warm, running water** prior to using foam soap. This step cannot be skipped. Using spray bottles is not an acceptable substitute, warm, running water must be used for all handwashing.

⊗ **ITERS-R General Note, “Much of the day”-** In most items, “much of the day” is associated with the children’s access to materials typically used indoors (Ex: books, art materials, fine motor or dramatic play toys). It means most of the time that any child maybe awake and able to play. If children are prevented from using materials for long periods by overly long routines when the children have to wait with nothing to do, being kept in groups that they are not engaged in, or being kept in areas where access is not possible, then credit cannot be given for “much of the day.”

⊗ **ITERS-R General Note, “Much of the day” (continued)-** Appropriate group activities in which children are engaged and interested for short periods that match their abilities are permissible as long as they do not significantly affect access to materials throughout the rest of the day.

⊗ **ITERS-R General Note, “Much of the day” (continued)-** If children (or any child) who are ready to play are prevented from reaching and using materials for a total of 20 minutes during a 3 hour observation, then “much of the day” cannot be given credit. The 20 minutes can be calculated as one 20-minute time period, or may be calculated as a combination of smaller time periods that equal 20 minutes. “Much of the day” should be considered separately for each item where the requirement appears. In some cases, credit might be given on one item for much of the day, while not given for another item.

⊗ **ITERS-R General Note, “Much of the day” (continued)-** If children are kept outdoors for extremely long periods (1/3 of the day or more), thus limiting access to materials typically used indoors, then to give credit for “much of the day”, such materials must be provided outdoors as well. Special attention should be paid to individual children who may not have the same access to materials as do the other children. For example, non-mobile children or children who are confined in a playpen may not have the same access to play materials as the other children in a group.

⊗ **ITERS-R General Note, “Much of the day” (continued)-** For non-mobile infants, all required toys or materials do not have to be accessible at the same time during the whole observation because of problems with clutter. However, there must be clear indications that the required variety and numbers of materials are accessible at various times during the day.

⊗ **ITERS-R General Note, “Much of the day” (continued)-** When timing for “much of the day”, begin timing when any child has no access to play materials when awake and ready to play. If the time the child does not have access is less than 3 minutes, do not count this in calculating the 20 minute limit. A wait of less than 3 minutes is acceptable. If the time with no access lasts for 3 or more minutes, use the whole time in calculating the 20 minutes time limit.

⊗ **ITERS-R General Note, “Much of the day” (continued)-** Since it is beneficial for babies **less than 12 months** to be held, even without access to play materials, do not count time being held as long as the child receives regular interaction from the adult (Ex: talked to, shown things, patted), unless the child obviously does not want to be held. Also, a crying/upset baby who needs close physical contact to be soothed may not be “ready to play” and thus not require access to materials during these times.

⊗ **ITERS-R General Note, “Much of the day” (continued)-** When children are taken for stroller rides, do not count the time spent riding as part of the 20 minutes when children do not have access to materials for “much of the day” as long as children are generally engaged (one child may be less engaged than others for some part of the ride, but most children should show interest, and no child should show distress), and the actual stroller ride is no longer than 20 minutes.

⊗ **ITERS-R General Note, “Much of the day” (continued)-** Some children may fall asleep in the stroller, but in this case they are not awake and ready to play, so falling asleep should not count in the timing for “much of the day.” Sometimes there are delays in putting children into strollers, and after the walk, removing them. If children have to wait for long periods (over 3 minutes with no access to play materials) while waiting in the strollers, then the time waiting should be counted towards the 20 minute limit for “much of the day.”

⊗ **General Note, “Much of the day”-** If any group time exceeds 20 minutes regardless of children’s engagement, any time over the 20 minute mark will be considered for “much of the day.” For example, if the children are involved in a 28 minute group, 8 minutes will be counted towards “much of the day.”

⊗ **ITERS-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.

⊗ **ITERS-R (page 12) Item #2 Furniture for routine care and play, 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** ITERS-R (page 12) Item #2 Furniture for routine care and play, 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** ITERS-R (page 12) Item #2 Furniture for routine care and play, 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.

**18** ITERS-R (page 14) Item #3 Provision for relaxation and comfort, 3.2, 5.3- When counting the numbers of soft toys, individual pieces belonging to a soft toy that has various pieces, or belongs in a set, such as a soft stacking ring toy, can only count as one example, even though the individual parts might be what a child uses. The exception to this is soft blocks, which will be counted individually.

**19** ITERS-R (page 16) Item #5 Display for children, 5.1- Since the intent of this indicator is to expose children to varying, identifiable images and for these images to be present throughout the room for adults to point out and talk about to encourage children's language development, **children's artwork** (credited in 3.1 and 7.4) is **not considered here**.

**20** ITERS-R (page 20) Item #7 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.

**21** ITERS-R (page 20) Item #7 Meals/snacks, 1.3, 3.3, 5.3- 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.

**22** ITERS-R (page 20) Item #7 Meals/snacks, 1.3, 3.3, 5.3- Disinfectants should **not be used** on tables or other food contact surfaces. Also, 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, **rinsed**, and then **disinfected** before washing hands for meals/snacks. **Read and follow all product label instructions for contact time required.**

**23** ITERS-R (page 20) Item #7 Meals/snacks, 1.3, 3.3, 5.3- 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. If there is **little effort** in **2 of the 3** health practices, (Ex: handwashing 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**.

**24** ITERS-R (page 20) Item #7 Meals/snacks, 1.3, 3.3, 5.3 (continued)- There can be minor lapses in following the handwashing procedure (Ex: not rubbing for the 20 seconds, but rubbing all hand surfaces thoroughly; not wetting hands first but soap still makes bubbles). 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, 5.3 No**. If there is a **minimal attempt** to do all procedures, but the practices are completed with **many serious errors**, **score 3.3 No**.

**25** ITERS-R (page 22) Item #8 Nap, 1.1, 3.2- *Caring for Our Children, 3<sup>rd</sup> Edition*, states swaddling of children in child care settings is associated with the risk of serious health conditions (Ex: SIDS, hip dysplasia, overheating) and is not recommended. Consider swaddling for these indicators.

**26** ITERS-R (page 22) Item #8 Nap, 1.1, 3.2- *Caring for Our Children, 3<sup>rd</sup> Edition* states soft items in cribs are hazardous for sleeping infants **under a year of age** due to the risk of SIDS/sleep-related infant deaths. In order for sleep provisions to be considered safe for infants, no blankets or any other soft materials such as soft toys, bumper pads, etc. should be placed in the crib.

**27** ITERS-R (page 22) Item #8 Nap, 1.1, 3.2- *Caring for Our Children, 3<sup>rd</sup> Edition* requires 3 feet between cots, mats or cribs. Solid screens or other barriers, such as crib ends or toy shelves, are not acceptable because they would need to extend from floor to ceiling to prevent air borne contamination from one child to another, and would disrupt supervision. For 1.1, score No if at least 75% of the cribs/mats/cots are separated by 3 feet, and none are closer than 24 inches. For 3.2, do not give credit unless there is 3 feet between each sleeping surface.

**28** ITERS-R (page 22) Item #8 Nap, 1.1, 3.2- Cribs manufactured on or after **June 28, 2011** comply with CPSC standards 16 C.F.R. part 1219 or 16 C.F.R. part 1220 and **no certificate is required**. Look for the manufacture date on the crib to score these indicators.

**29** ITERS-R (page 24) Item #9 Diapering/toileting, 1.1, 3.1, 5.1, 7.1- 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.

⊗ **ITERS-R (page 24) Item #9 Diapering/toileting, 1.1, 3.1, 5.1, 7.1-** *Caring for Our Children, 3rd 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, 3rd Edition*.

⊗ **ITERS-R (page 24) Item #9 Diapering/toileting, 1.1, 3.1, 5.1, 7.1-** 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,  **rinsed**, and then **disinfected** before washing hands for meals/snacks. **Read and follow all product label instructions for contact time required.**

⊗ **ITERS-R (page 24) Item #9 Toileting/diapering, 1.3, 3.3-** There can be minor lapses in following the handwashing procedure (Ex: 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 handwashing is **usually ignored completely, score 1.3 Yes.**

⊗ **ITERS-R (page 24) Item #9 Toileting/diapering, 1.3, 3.3 (continued)-** If attempts to complete handwashing **usually occur** when needed, **even if incomplete, score 1.3 No and 3.3 No.** If there is a **significant attempt** to complete handwashing as required, even if some procedures are not done absolutely correctly, **score 1.3 No and 3.3 Yes.**

⊗ **ITERS-R (page 26) Item #10 Health Practices, 1.1, 3.1-** 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.

⊗ **ITERS-R (page 26) Item #10 Health Practices, 1.1, 3.2, 5.2-** Per the Colorado Health Department: When children use the sensory table with wet or dry materials made to scoop, pour, and dump, hands must be washed **before and after** each use. There can be minor lapses in following the handwashing procedure (Ex: 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). Hands should be cleaned reasonably well. If handwashing and other sanitation is **ignored completely, score 1.1 Yes.**

⊗ **ITERS-R (page 26) Item #10 Health Practices, 1.1, 3.2, 5.2 (continued)-** If attempts to complete handwashing **usually occur** when needed, **even if incomplete, score 1.1 No.** If there is a **significant attempt** to complete handwashing as required, even if some procedures are not done absolutely correctly, **score 3.2 Yes.**

⊗ **ITERS-R (page 28) Item #11 Safety practices, 1.1, 1.2, 3.1, 5.1-** 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).

⊗ **ITERS-R (page 28) Item #11 Safety practices, 1.1, 1.2, 3.1, 5.1-** Zip top bags are not considered hazards unless they fit around a child's head or if you see a child using them improperly (putting over mouth, chewing on them, etc.). If observed, this would also be considered a supervision issue and should be noted in item #25 Supervision of play and learning.

⊗ **ITERS-R (page 28) Item #11 Safety practices, 1.2, 3.1, 5.1-** 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.

⊗ **ITERS-R (page 28) Item #11 Safety practices, 1.2, 3.1, 5.1 (continued)-** 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 and the height of the barrier should be at least 2 feet.

⊗ **ITERS-R (page 28) Item #11 Safety practices, 1.2, 3.1, 5.1 (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.

⊗ **ITERS-R (page 28) Item #11 Safety practices, 1.1, 3.1, 5.1-** 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.

⊗ **ITERS-R (page 28) Item #11 Safety practices, 1.1, 3.1, 5.1 (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.

⊗ **ITERS-R (page 34) Item # 14 Using Books, 1.1, 3.1, 5.1-** To give credit for “much of the day”, the number of books required in these indicators must be met.

⊗ **ITERS-R (page 34) Item # 14 Using Books, 3.4-** If children are required to participate, but they quickly become engaged in the activity (obviously enjoying it), then score Yes. Score No only if the children are not engaged or enjoying the activity and there is no alternative of leaving and doing something else.

⊗ **ITERS-R (page 35) Item #15 Fine Motor, 5.1-** Because the intent of this indicator is to give children many fine motor toys and within the many toys, a *variety* of experiences, a set of materials such as interlocking blocks or links, that has been divided into smaller individual sets with fewer pieces, each in its own container, can count as **no more than two sets**. Even though the one large set might have been divided into more than two sets. Each smaller set must function in keeping with the purpose of the toy and be suited to the developmental abilities of the children in the group.

⊗ **ITERS-R (page 36) Item #16 Active physical play, 3.1-** The time limit in the note for this indicator is changed from 30 minutes to 15 minutes. No child should be kept restrained in a seat or other restrictive device for more than 15 minutes except for a reasonable time while actively eating, or being fed.

⊗ **ITERS-R (page 36) Item #16 Active physical play, 5.5-** 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.

⊗ **ITERS-R (page 36) Item #16 Active physical play, 1.1, 3.3, 5.5-** 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).

⊗ **ITERS-R (page 36) Item #16 Active physical play, 5.5-** 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 and the height of the barrier should be at least 2 feet.

⊗ **ITERS-R (page 36) Item #16 Active physical play, 5.5 (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.

⊗ **ITERS-R (page 36) Item #16 Active physical play, 7.3-** 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.

⊗ **ITERS-R (page 38) Item #17 Art, 1.2, 3.2-** Art materials should be offered to children 12 months and older, but if a child *only* mouths the material and shows no interest in using it for art, he should be redirected to a more appropriate activity. If children are observed putting art materials in their mouth and the item is labeled “Toxic” or “Keep out of Reach”, indicators 1.2 and 3.2 should be considered as well as the Safety item.

⊗ **ITERS-R (page 38) Item #17 Art, 1.2, 3.2 (continued)-** Art materials such as crayons, chalk or play dough may have the warning "not recommended for use by children under 3 years of age." Unless such materials are labeled "Toxic" they may be used with younger children, but only under the most stringent supervision (the teacher is within an arm's reach of the child and watches closely).The materials should not be freely accessible to the children.

⊗ **ITERS-R (page 38) Item #17 Art, 1.2, 3.1 (continued)-** Materials that are less likely to cause safety problems, such as thicker crayons rather than thin ones should be used and the caps to markers should not be accessible. **Art materials that smell like food should not be used** (Ex: scented playdough, felt pens, markers, etc.) because they give children confusing messages.

⊗ **ITERS-R (page 39) Item #18 Music and Movement, 3.3-** If children are required to participate, but they quickly become engaged in the activity (obviously enjoying it), then score Yes. Score No only if the children are not engaged or enjoying the activity and there is no alternative of leaving and doing something else.

⊗ **ITERS-R (page 40) Item #19 Blocks, 3.1, 3.2, 5.1, 7.1-** Blocks are defined as being at least 2 inches for the majority of sides. Although the definition of blocks in *All About the ITERS-R* states that blocks must have smooth sides, alphabet blocks or blocks with minor raised edges on the sides can be accepted as blocks as long as they meet the size requirement, are not interlocking and can easily be stacked.

⊗ **ITERS-R (page 40) Item #19 Blocks, 3.1, 3.2, 5.1, 7.1-** Since this item is scored NA for groups where all children are under 12 months of age, when mixed groups of children under and over 12 months of age are observed, do not consider the access infants have to the blocks/accessories. Consider only the toddler-aged children when scoring.

⊗ **ITERS-R (page 43) Item #22 Nature/science, 3.3-** Since this needs to occur daily, “weather permitting” is considered here. If no experiences are provided indoors and the program does not report going outside daily or when weather permits, then credit cannot be given.

⊗ **ITERS-R (page 44) Item #23 Use of TV, video, and computers, 1.3, 3.3-** For indicator 1.3, change “under 12 months” to “under 24 months”. 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. Media screen time is limited to **no more than 30 minutes total, once a week.**

⊗ **ITERS-R (page 44) Item #23 Use of TV, video, and computers, 1.3, 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.

⊗ **ITERS-R (page 44) Item #23 Use of TV, video, and computers, 1.3, 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.

⊗ **ITERS-R (page 45) Item #24 Promoting acceptance of diversity, 3.2-** If stereotyping or violence is shown with regard to any group, such as some “Cowboy and Indian” toys, then this indicator should be scored **No**. Look for problems that would be obvious to children, it is not necessary to search avidly for negative examples.

⊗ **ITERS-R (page 45) Item #24 Promoting acceptance of diversity, 3.2 (continued)-** When historic cultural traditions are represented, the images must be balanced with non-traditional modern representations. For example, if traditional African tribal cultures are represented in materials (books, display, materials), then current representations must also be included.

⊗ **ITERS-R (page 45) Item #24 Promoting acceptance of diversity, 5.1-** Photographs of the children in the group and their families are given credit the Display item and not as “pictures showing diversity” in this item. Even if the children and their families 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.

⊗ **ITERS-R (page 45) Item #24 Promoting acceptance of diversity, 5.1-** An example of diversity requires that there is a contrast between two props. For example, one Caucasian puppet contrasted with one African American puppet 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.

⊗ **ITERS-R (page 45) item #24 Promoting acceptance of diversity 5.1, 5.2-** Small dolls, used for example with a doll house or block play, **can** count as dolls for these indicators. If they are used as dolls, then they **cannot** be counted as materials for item 5.1. If other dolls are present, then block people can be counted as materials for 5.1.

⊗ **ITERS-R (page 49) Item #28 Discipline, 7.3-** In most cases, “other professionals” means someone from outside the program that specializes in the area of concern. In some cases, a program staff member can count as the “other professional” if the person has a specialization in the area of concern and can give an unbiased perspective.