

19 ITERS-3 (page 9) Administration of the Scale- The three hours of observation must be completed in **one continuous block** (e.g., 8:00 a.m. - 11:00 a.m., 9:00 a.m. - 12:00 p.m.) at one time and cannot be broken up into smaller portions of time (e.g., 8:0 a.m. - 10:00 a.m. and 2:00 p.m. - 3:00 p.m.).

19 ITERS-3 (page 13) Explanation of Terms Used Throughout the Scale- In all items where a particular age cut-off is given (e.g., score N/A 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, the item/indicator can still be marked N/A.

19 ITERS-3 (page 13) Explanation of Terms Used Throughout the Scale (continued)- If the child is **more than one month** older than the age cut-off, or 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.

18 ITERS-3 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.

19 ITERS-3 (page 17) Item # 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.

19 ITERS-3 (page 19) Item #2 Furnishings for care, play and learning, 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.

19 ITERS-3 (page 19) Item #2 Furnishings for care, play and learning, 5.2- In a mixed age group, at least one appropriate example of furniture that supports self-help must be used for each age group observed. However, one furnishing may be appropriate for more than one age group.

19 ITERS-3 (page 19) Item #2 Furnishings for care, play and learning, 5.3- "Several areas" means soft furnishings are found in at least two play areas.

19 ITERS-3 (page 19) Item #2 Furnishings for care, play and learning, 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.

19 ITERS-3 (page 23) Item #4 Display for children, 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.

19 ITERS-3 (page 25) Item #5 Meals/snacks, 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 two 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.

19 ITERS-3 (page 25) Item #5 Meals/snacks 1.3, 3.3, 5.3, 7.3- 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.

18 ITERS-3 (page 25) Item #5 Meals/snacks 1.3, 3.3, 5.3, 7.3- 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.**

19 ITERS-3 (page 27) Item #6 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-3 (page 27) Item #6 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-3 (page 27) Item #6 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-3 (page 29) Item #7 Health practices 1.2, 3.2, 5.2, 7.1-** 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.

⊗ **ITERS-3 (page 31) Item #8 Safety practices 1.1, 1.2, 3.1, 3.2, 5.1, 7.1-** 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-3 (page 31) Item #8 Safety practices 1.1, 1.2, 3.1, 3.2, 5.1, 7.1-** 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-3 (page 31) Item #8 Safety practices 1.1, 1.2, 3.1, 3.2, 5.1, 7.1-** 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 and the height of the barrier should be at least 2 feet.

⊗ **ITERS-3 (page 31) Item #8 Safety practices 1.1, 1.2, 3.1, 3.2, 5.1, 7.1 (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-3 (page 31) Item #8 Safety practices 1.1, 3.1, 5.1, 7.1 -** 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. 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-3 (page 33) Item #9 Talking with children, 5.2-** "Most" means the vast majority of talking done with the children during the observation.

⊗ **ITERS-3 (page 35) Item #10 Encouraging vocabulary development, 5.3-** The two required examples can be either about past OR future experiences, or both; both past and future examples are not required.

⊗ **ITERS-3 (page 35) Item #10 Encouraging vocabulary development, 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.

⊗ **ITERS-3 (page 35) Item #10 Encouraging vocabulary development, 7.3-** Although it is expected that toys, materials and display are changed to encourage vocabulary growth, the one required, observed example of staff talking about something new can be about a toy, materials and/or something in the display. However, there should be obvious evidence of ongoing changes in all three: toys, materials, and display.

⊗ **ITERS-3 (page 43) Item #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.

⊗ **ITERS-3 (page 43) Item #14 Encouraging children's use of books, 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.

19 **ITERS-3 (page 47) Item #16 Art, 1.1-** 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.

19 **ITERS-3 (page 47) Item #16 Art, 1.2-** For children two 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."

19 **ITERS-3 (page 47) Item #16 Art, 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.

19 **ITERS-3 (page 47) Item #16 Art, 5.3-** Although the talk can be brief, this indicator requires more than just naming colors.

19 **ITERS-3 (page 47) Item #16 Art, 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.

19 **ITERS-3 (page 51) Item #18 Blocks, 3.2, 5.2-** Different types of accessories are not required.

19 **ITERS-3 (page 51) Item #18 Blocks, 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.

19 **ITERS-3 (page 55) Item #20 Nature/science, 5.2, 5.3-** Remove note for 5.2, 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.

19 **ITERS-3 (page 55) Item #20 Nature/science, 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.

19 **ITERS-3 (page 55) Item #20 Nature/science, 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.

19 **ITERS-3 (page 57) Item #21 Math/number, 3.2-** The required talk does not have to be related to the math materials required in 3.1. Math talk about any play materials can be considered.

19 **ITERS-3 (page 57) Item #21 Math/number, 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.

⊗ **ITERS-3 (page 61) Item #23 Promoting acceptance of diversity, 1.1, 3.1, 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.

19 **ITERS-3 (page 61) Item #23 Promoting acceptance of diversity, 1.1, 3.1, 5.1 (continued)-** 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.

19 ITERS-3 (page 61) Item #23 Promoting acceptance of diversity, 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.

19 ITERS-3 (page 61) Item #23 Promoting acceptance of diversity, 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.

19 ITERS-3 (page 63) Item #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.

19 ITERS-3 (page 63) Item #24 Gross motor, 1.1, 3.1, 3.2, 5.1, 5.2, 7.1, 7.3 (continued)- 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.

19 ITERS-3 (page 63) Item #24 Gross motor, 3.4, 3.5, 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.**

19 ITERS-3 (page 63) Item #24 Gross motor, 3.5- Score N/A 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.**

19 ITERS-3 (page 67) Item #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.