

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., 8:00 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.

20 **ITERS-3 (Page 17) Item #1 Indoor Space, 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.

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.

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19 **ITERS-3 (page 19) Item #2 Furnishings for care, play and learning, 5.1 (continued)** 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 two pieces of housekeeping furniture or two 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.

20 **ITERS-3 (Page 19) Item #2 Furnishing for care, play and learning, 5.1, 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.

20 **ITERS-3 (Page 19) Item #2 Furnishings for care, play, and learning 1.1, 3.1, 5.1** When a diapering table is not used, an alternative diapering surface is considered adequate if the surface is nonporous and can be cleaned and sanitized. In addition, the surface must be **long and wide enough** to accommodate the child's whole body, from head to foot. The diapering surface must minimize the chance of contamination of surrounding surfaces. A diapering surface is acceptable only if the diapering can be completed without contamination of surrounding areas.

20 **ITERS-3 (Page 19) Item #2 Furnishings for care, play, and learning 1.1, 3.1, 5.1 (continued)** 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 5.1.

20 ITERS-3 (Page 19) Item #2 Furnishing for care, play and learning, 5.2

One example for play and one for routines must be observed being used.

20 ITERS-3 (Page 21) Item #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.

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.**

20 ITERS-3 (Page 25) Item #5 Meals/snacks, 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.

20 ITERS-3 (Page 25) Item #5 Meals/snacks, 3.5 To score No, an extremely negative interaction, or many mildly negative interactions, must be observed.

18 ITERS-3 (page 27) Item #6 Diapering/toileting 1.1, 3.1, 5.1, 7.1- *Caring for Our Children, 4th 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, 4th Edition*.

18 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.**

20 ITERS-3 (Page 27) Item #6 Diapering/toileting, 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.

20 ITERS-3 (Page 27) Item #6 Diapering/toileting, 3.2, 5.2, 7.2 (continued) 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.

20 ITERS-3 (Page 27) Item #6 Diapering/toileting, 3.4 To score No, an extremely negative interaction, or many mildly negative interactions, must be observed.

20 ITERS-3 (Page 29) Item #7 Health Practices, 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.

18 **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.

18 **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.

18 **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.

17 **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.

20 **ITERS-3 (Page 31) Item #8 Safety Practices, 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.

20 **ITERS-3 (Page 33) Item #9 Talking with Children, 5.2** 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.

19 **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.

19 **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.

19 **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.

19 **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.

19 **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.

20 **ITERS-3 (Page 35) Item #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.

20 **ITERS-3 (Page 35) Item #10 Encouraging Vocabulary Development, 5.3** 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.”

19 **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.

19 **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.

20 ITERS-3 (Page 45) Item #15 Fine Motor 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.

20 ITERS-3 (Page 47) Item #16 Art, 1.2

Score “Yes” if children 18 months and older are not observed using accessible materials and staff do not encourage use.

20 ITERS-3 (Page 47) Item #16 Art, 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.

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, 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.

20 ITERS-3 (Page 51) Item #18 Blocks, 7.2

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

20 ITERS-3 (Page 53) Item #19 Dramatic Play, 3.1

To give credit, at least 2 appropriate dolls and 2 appropriate soft animals must be accessible.

20 ITERS-3 (Page 53) Item #19 Dramatic Play, 7.2

To give credit, the materials must be observed to be accessible to the children during the 3-hour observation.

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.

19 **ITERS-3 (page 55) Item #20 Nature/science, 5.4** (continued) 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.

20 **ITERS-3 (Page 53) Item #20 Nature/science, 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.

20 **ITERS-3 (Page 53) Item #20 Nature/science, 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.

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.

20 **ITERS-3 (Page 59) Item #22 Appropriate use of Technology, 7.2** The second 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.

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.

20 **ITERS-3 (Page 61) Item #23 Promoting Acceptance of Diversity, 5.2** For the category of “ages”, old people or seniors should be evident, since their depictions are often underrepresented in children’s programs.

20 **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, 7.1** This indicator requires more than staff being accepting 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.

19 **ITERS-3 (page 61) Item #23 Promoting acceptance of diversity, 7.1 (continued)** 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.

20 **ITERS-3 (Page 63) Item #24 Gross Motor, 1.2** To score No, some equipment or materials must be accessible during the observation.

20 **ITERS-3 (Page 63) Item #24 Gross Motor, 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.

20 **ITERS-3 (Page 63) Item #24 Gross Motor, 3.3 (Continued)** 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.

20 **ITERS-3 (Page 63) Item #24 Gross Motor, 3.3 (Continued)** 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.

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.

20 **ITERS-3 (Page 71) Item #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**.

20 **ITERS-3 (Page 73) Item #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**.

20 **ITERS-3 (Page 73) Item #29 Providing Physical Warmth/touch, 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.

20 **FCCERS-R (page 38) Item #17 Art, 5.1, 5.2** 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.”

20 **ITERS-3 (Page 73) Item #29 Providing Physical Warmth/touch, 3.3 (continued)** 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**.

20 **ITERS-3 (Page 75) Item #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**.

20 **ITERS-3 (Page 79) Item #32 Free Play 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.

20 **ITERS-3 (Page 81) Item #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.

20 **ITERS-3 (Page 81) Item #33 Group Play Activities, 1.1, 5.1 (continued)**
Indicator 5.1 is scored Yes when 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.

20 **Disinfectants** Per the Colorado Health Department: Disinfectants are to be used on surfaces that are commonly contaminated with high hazard body fluids, such as but not limited to toilet seats, toilet seat inserts, diaper changing areas and tables, diaper pails and surfaces that have been in contact with high hazard body fluids. Since it would be difficult to determine if a toilet seat has been contaminated for children wearing pull-ups or diapers, toilet seats should be disinfected in-between uses for such situations.