INFANT/TODDLER ENVIRONMENT RATING SCALE (ITERS-R)

KEYSTONES TO OPPORTUNITY

Birth – 3 Years



The ITERS scale(page 2) consists of 39 items organized into 7 subscales*:

- Space and Furnishings
- Personal Care Routines
- Listening and Talking
- Activities
- Interaction
- Program Structure
- Parents and Staff
- * Note: some or all will be assessed

The ITERS is a classroom assessment tool designed to measure the quality of group programs for infants and toddlers (birth to age 3) by collecting data through classroom observations and a staff interview. The assessment is a 39-item rating scale organized into seven environmental subscales. The items in the first six subscales are referred to as child-related, and the items in the last subscale are referred to as parent-/staff-related.

Each item is ranked from 1 to 7. A ranking of 1 describes care that does not meet custodial care needs while a ranking of 7 describes excellent, high-quality personalized care.

The ITERS can be used by caregiving staff for self-assessment of the quality of their classrooms, and to determine the areas of high quality and areas that may need additional attention. ITERS may also be used by directors and supervisors to determine action plans for working with programs, or to examine the quality of programs over time.

INFANT/TODDLER ENVIRONMENT RATING SCALE (ITERS)

Birth – 3 Years

KEYSTONES TO OPPORTUNITY



Space and Furnishings

- 1. Indoor space
- 2. Furniture for routine care and play
- 3. Provision for relaxation and comfort
- 4. Room arrangement
- 5. Display for children

Personal Care Routines

- 6. Greeting/departing
- 7. Meals/snacks
- 8. Nap
- 9. Diapering/toileting
- 10. Health practices
- 11. Safety practices

Listening and Talking

- 12. Helping children understand language 13. Helping children use language
- 14. Using books

Activities

- 15. Fine motor
- 16. Active physical play
- 17. Art
- 18. Music and movement
- 19. Blocks
- 20. Dramatic play
- 21. Sand and water play
- 22. Nature/science
- 23. Use of TV, video, and/or computer
- 24. Promoting acceptance of diversity

Interaction

- 25. Supervision of play and learning
- 26. Peer interaction
- 27. Staff-child interaction
- 28. Discipline

Program Structure

- 29. Schedule
- 30. Free play
- 31. Group play activities
- 32. Provisions for children with disabilities

Parents and Staff

- 33. Provisions for parents
- 34. Provisions for personal needs of staff
- 35. Provisions for professional needs of staff
- 36. Staff interaction and cooperation
- 37. Staff continuity
- 38. Supervision and evaluation of staff
- 39. Opportunities for professional growth