

# SCORE SHEET—EXPANDED VERSION

## Infant/Toddler Environment Rating Scale—Revised

Thelma Harms, Debby Cryer, and Richard M. Clifford

Observer: \_\_\_\_\_ Observer Code: \_\_\_\_\_

Center/School: \_\_\_\_\_ Center Code: \_\_\_\_\_

Room: \_\_\_\_\_ Room Code: \_\_\_\_\_

Teacher(s): \_\_\_\_\_ Teacher Code: \_\_\_\_\_

Number of staff present: \_\_\_\_\_

Number of children enrolled in class: \_\_\_\_\_

Highest number center allows in class at one time: \_\_\_\_\_

Highest number of children present during observation: \_\_\_\_\_

Date of Observation: \_\_\_\_/\_\_\_\_/\_\_\_\_

Number of children with identified disabilities: \_\_\_\_\_

Check type(s) of disability: ☐ physical/sensory ☐ cognitive/language  
☐ social/emotional ☐ other: \_\_\_\_\_

Birthdates of children enrolled: youngest \_\_\_\_/\_\_\_\_/\_\_\_\_  
oldest \_\_\_\_/\_\_\_\_/\_\_\_\_

Time observation began: \_\_\_\_:\_\_\_\_ ☐ AM ☐ PM

Time observation ended: \_\_\_\_:\_\_\_\_ ☐ AM ☐ PM

Time interview began: \_\_\_\_:\_\_\_\_ ☐ AM ☐ PM

Time interview ended: \_\_\_\_:\_\_\_\_ ☐ AM ☐ PM

### SPACE AND FURNISHINGS

#### 1. Indoor space

1 2 3 4 5 6 7

3.5, 5.3. Accessibility:

Y N	Y N NA	Y N	Y N
1.1 <input type="checkbox"/> <input type="checkbox"/>	3.1 <input type="checkbox"/> <input type="checkbox"/>	5.1 <input type="checkbox"/> <input type="checkbox"/>	7.1 <input type="checkbox"/> <input type="checkbox"/>
1.2 <input type="checkbox"/> <input type="checkbox"/>	3.2 <input type="checkbox"/> <input type="checkbox"/>	5.2 <input type="checkbox"/> <input type="checkbox"/>	7.2 <input type="checkbox"/> <input type="checkbox"/>
1.3 <input type="checkbox"/> <input type="checkbox"/>	3.3 <input type="checkbox"/> <input type="checkbox"/>	5.3 <input type="checkbox"/> <input type="checkbox"/>	7.3 <input type="checkbox"/> <input type="checkbox"/>
1.4 <input type="checkbox"/> <input type="checkbox"/>	3.4 <input type="checkbox"/> <input type="checkbox"/>		
	3.5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

#### 2. Furniture for routine care and play

1 2 3 4 5 6 7

5.2, 7.2. Child-sized table(s) and chair(s)

Y N	Y N	Y N NA	Y N NA
1.1 <input type="checkbox"/> <input type="checkbox"/>	3.1 <input type="checkbox"/> <input type="checkbox"/>	5.1 <input type="checkbox"/> <input type="checkbox"/>	7.1 <input type="checkbox"/> <input type="checkbox"/>
1.2 <input type="checkbox"/> <input type="checkbox"/>	3.2 <input type="checkbox"/> <input type="checkbox"/>	5.2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7.2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.3 <input type="checkbox"/> <input type="checkbox"/>	3.3 <input type="checkbox"/> <input type="checkbox"/>	5.3 <input type="checkbox"/> <input type="checkbox"/>	7.3 <input type="checkbox"/> <input type="checkbox"/>
	3.4 <input type="checkbox"/> <input type="checkbox"/>	5.4 <input type="checkbox"/> <input type="checkbox"/>	7.4 <input type="checkbox"/> <input type="checkbox"/>
		5.5 <input type="checkbox"/> <input type="checkbox"/>	

# Infant Toddler Environment Rating Scale Revised Edition

**Jennifer Colwell, Helen  
Beaumont, Helen Bradford, Julie  
Canavan, Emma Cook, Denise  
Kingston, Holly Linklater, Sue  
Lynch, Catriona McDonald, Sheila  
Nutkins, Sarah Ottewell, Chris  
Randall, Tim Waller**

## **Infant Toddler Environment Rating Scale Revised Edition:**

**Infant/toddler Environment Rating Scale** Thelma Harms, Debby Cryer, Richard M. Clifford, 1990 The 35 items in the ITERS are divided into seven categories Furnishings and Display for Children Personal Care Routines Listening and Talking Learning Activities Interactions Program Structure Adult Needs      **Infant/Toddler Environment Rating Scale (ITERS-3)** Thelma Harms, Debby Cryer, Richard M. Clifford, Noreen Yazejian, 2017-07-07 Building on extensive feedback from the field as well as vigorous new research on how best to support infant and toddler development and learning the authors have revised and updated the widely used Infant Toddler Environment Rating Scale ITERS 3 is the next generation assessment tool for use in center based child care programs for infants and toddlers up to 36 months of age ITERS 3 focuses on the full range of needs of infants and toddlers and provides a framework for improving program quality Further the scale assesses both environmental provisions and teacher child interactions that affect the broad developmental milestones of infants and toddlers including language cognitive social emotional and physical development as well as concern for health and safety ITERS 3 is appropriate for state and district wide QRIS and continuous quality improvement program evaluation by directors and supervisors teacher self evaluation monitoring by agency staff and teacher training programs The established reliability and validity of the scale make it particularly useful for research and program evaluation While the approach to assessing quality and the scoring process remain the same for the new ITERS 3 users will find the following improvements informed by extensive use of the ITERS in the field and by the most recent research Enhanced focus on interactions and the role of the teacher Six new language and literacy Items A new Item on beginning math experiences Expanded age range to include children from birth to 36 months A new approach to scoring based solely on observation of ongoing classroom activity 3 hour time sample The elimination of the parents staff subscale and teacher interviews freeing up time for observing more actual classroom practice Improved indicator scaling providing more precise and useful scores for use in professional development and self improvement Reduced emphasis on the number of materials along with greater emphasis on how materials are used to encourage learning Suitable for use in inclusive and culturally diverse programs ITERS 3 subscales evaluate Space and Furnishings Personal Care Routines Language and Books Activities Interaction Program Structure      Infant toddler environment rating scale ,2008      Infant Toddler Environment Rating Scale Scoring Sheets Thelma Harms, 1990-03-01 The 35 items in the ITERS are divided into seven categories Furnishings and Display for Children Personal Care Routines Listening and Talking Learning Activities Interactions Program Structure Adult Needs      *Handbook of Research Methods in Early Childhood Education - Volume 2* Olivia Saracho, 2014-10-01 The Handbook of Research Methods in Early Childhood Education brings together in one source research techniques that researchers can use to collect data for studies that contribute to the knowledge in early childhood education To conduct valid and reliable studies researchers need to be knowledgeable about numerous research methodologies The Handbook primarily addresses the researchers scholars and

graduate or advanced undergraduate students who are preparing to conduct research in early childhood education. It provides them with the intellectual resources that will help them join the cadre of early childhood education researchers and scholars. The purpose of the Handbook is to prepare and guide researchers to achieve a high level of competence and sophistication to avoid past mistakes and to benefit from the best researchers in the field. This Handbook is also useful to university professors who conduct research and prepare student researchers in early childhood education. It aims to improve the researchers' conceptual and methodological abilities in early childhood education. Thus the Handbook can be used as a guide that focuses on important contemporary research methodologies in early childhood education and describes them to offer researchers the necessary information to use these methodologies appropriately. This Handbook is designed to be used by students of early childhood education at all levels of professional development as well as mature scholars who want to conduct research in areas needing more in-depth study. It is hoped that this Handbook of Research Methods in Early Childhood Education will serve the needs of many in the research community. Scholars seeking the current state of research knowledge in various areas should find this volume useful. Similarly, practitioners who are trying to seek knowledge of research and its practical implications should find this volume helpful as well. This Handbook, with its individual chapters, presents several research methodologies to address a variety of hypotheses or research questions that will contribute to the knowledge of the field in early childhood education.

*Preschool Assessment* Marla R. Brassard, Ann E. Boehm, 2011-06-08  
Comprehensive and user friendly, this ideal professional reference and graduate text provides a developmentally informed framework for assessing 3 to 6 year olds in accordance with current best practices and IDEA 2004 guidelines. The authors are leading clinician researchers who take the reader step by step through selecting appropriate measures, integrating data from a variety of sources, and using the results to plan and evaluate effective interventions and learning experiences. Coverage encompasses screening and assessment of cognitive, linguistic, emotional, and behavioral difficulties, including mental retardation and autism. Case studies illustrate key facets of assessing diverse children and families; appendices offer concise reviews of over 100 instruments.

**The Oxford Handbook of Infant, Toddler, and Preschool Mental Health Assessment** Rebecca DelCarmen-Wiggins, Alice S. Carter, 2019  
The Oxford Handbook of Infant Toddler and Preschool Mental Health Assessment, Second Edition, brings together leading clinical and developmental researchers to provide empirically based recommendations for assessment of social, emotional, and behavior problems and disorders in the earliest years. The second edition is fully updated and revised according to an upsurge of research in the field of assessment, especially with regard to infants and children.

**Group Care for Infants, Toddlers, and Twos** Deborah J. Norris, Diane M. Horm, 2019-10-23  
This volume extends the knowledge base supporting research-informed child care for infants and toddlers while simultaneously highlighting areas of study ripe for future research. The authors demonstrate from a systems perspective that the experiences and outcomes of very young children in child care are influenced by characteristics of and

interactions between the children adults and settings Varying methodological approaches as well as the utilization of newer data collection instruments inform the field s understanding of current practices and procedures while offering guidance for future programming and policy In turn the chapters highlight a plethora of open questions and a need for a new generation of research to support the field of infant toddler care Future challenges are evident in the recognition of the inadequate nature of our current measures of child outcomes and classroom processes the field s unmet promise to incorporate interdisciplinary perspectives and the need for newer methodological designs that blend the strengths of quantitative and qualitative approaches These issues are important given the growing demand for infant toddler care and the increasing recognition of the unique role of this age period in serving as the foundation for all later development This book was originally published as a special issue of Early Education and Development

*The SAGE Encyclopedia of Contemporary Early Childhood Education* Donna Couchenour,J. Kent Chrisman,2016-03-15 The general public often views early childhood education as either simply babysitting or as preparation for later learning Of course both viewpoints are simplistic Deep understanding of child development best educational practices based on development emergent curriculum cultural competence and applications of family systems are necessary for high quality early education Highly effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through eight years of age The SAGE Encyclopedia of Contemporary Early Childhood Education presents in three comprehensive volumes advanced research accurate practical applications of research historical foundations and key facts from the field of contemporary early childhood education Through approximately 425 entries this work includes all areas of child development physical cognitive language social emotional aesthetic as well as comprehensive review of best educational practices with young children effective preparation for early childhood professionals and policy making practices and addresses such questions as How is the field of early childhood education defined What are the roots of this field of study How is the history of early childhood education similar to yet different from the study of public education What are the major influences on understandings of best practices in early childhood education

**Achieving World-Class Education in Brazil** Barbara Bruns,David Evans,Javier Luque,2011-11-03 Over the past 15 years Brazil has introduced a consistent program of reforms of its education system progressively aligning the educational attainment of its labor force with that of other middle income countries and introducing advanced student assessment and monitoring systems

*The Parent Partnership Toolkit for Early Years* , **How is Child Care Quality Measured?** Florencia López Boo,María Caridad Araujo,Romina Tomé,2016-02-11 This toolkit is designed to be a resource for researchers and technical staff of any discipline working for governments and institutions interested in measuring and monitoring the quality of child care centers serving infants ages 0 to 3 years 36 months

**Reflective Teaching in Early Education** Jennifer Colwell,Helen Beaumont,Helen Bradford,Julie Canavan,Emma Cook,Denise Kingston,Holly Linklater,Sue Lynch,Catriona McDonald,Sheila Nutkins,Sarah Ottewell,Chris

Randall, Tim Waller, 2015-02-26 Reflective Teaching in Early Education is the definitive textbook for reflective professionals in early education drawing on the experience of the author team and the latest research including the Teaching and Learning Research Programme TLRP findings. It offers extensive support for both undergraduate and postgraduate students and career long professionalism for early years practitioners working in pre schools child care settings and the first years of primary schools. Written by a collaborative author team of leading early years educationalists and practitioners led by Jennifer Colwell. Reflective Teaching in Early Education offers two levels of support: comprehensive practical guidance for practitioner success with a focus on key issues such as building relationships, communication, behaviour, inclusion, curriculum planning and learning and teaching strategies; and evidence informed principles and concepts to aid understanding of the theories informing practice, offering ways to develop deeper understanding of early years practice in early childhood education and care. Reflective activities, case studies, diagrams and figures, end of chapter summaries and research briefings are provided throughout. This book along with the companion reader and associated website draw upon the work of Andrew Pollard, former Director of the TLRP and the work of many years of accumulated understanding of generations of early years practitioners, primary school teachers and educationalists. The team includes Early Years Educationalists Jennifer Colwell, University of Brighton, UK; Helen Beaumont, Early Years Advisor, Brighton, UK; Helen Bradford and Holly Linklater, University of Cambridge, UK; Julie Canavan, Denise Kingston and Sue Lynch, University of Brighton, UK; Catriona McDonald and Sheila Nutkins, University of Aberdeen, UK; Tim Waller, Anglia Ruskin University, UK. Early Years Practitioners: Emma Cook, Sarah Ottwell and Chris Randall, Oneworld Nursery, Brighton, UK, with staff from One World Nursery and Phoenix Nursery, Brighton, UK. Readings for Reflective Teaching in Early Education directly compliment and extend the chapters of this book. It has been designed to provide convenient access to key texts, working as a compact and portable library. The associated website [www.reflectiveteaching.co.uk](http://www.reflectiveteaching.co.uk) offers supplementary resources including reflective activities, research briefings and advice on further readings. It also features a glossary of educational terms, links to useful websites and showcases examples of excellent research and practice. This book forms part of the Reflective Teaching series edited by Andrew Pollard and Amy Pollard, offering support for reflective practice in early primary, secondary, further vocational, university and adult sectors of education.

**From Parents to Partners** Janis Keyser, 2006-10-11 With effective communication as its theme, *From Parent to Partner* explores the reasons and basis for developing ongoing partnerships with parents and families of children in childcare settings and provides the tools and strategies to build the support network within which these partnerships thrive. *Promoting School Readiness and Early Learning* Michel Boivin, Karen L. Bierman, 2013-09-26 Grounded in cutting edge developmental research, this book examines what school readiness entails and how it can be improved. Compelling longitudinal findings are presented on the benefits of early intervention for preschoolers at risk due to poverty and other factors. The volume identifies the cognitive, language, behavioral, motor and socioemotional skills that enable young children to function successfully in

school contexts It explores specific ways in which school and family based interventions including programs that target reading and language math self regulation and social emotional development can contribute to school readiness The book also addresses challenges in the large scale dissemination of evidence based practices Kids Can Be Kids Shelly J Lane, Anita C Bundy, 2011-11-11 This groundbreaking text by two noted educators and practitioners with contributions by specialists in their fields presents a comprehensive evidence based approach to pediatric therapy Their work reflects the focus of practice today facilitating the participation of children and their families in everyday activities in the content of the physical and cultural environments in which they live go to school and play The authors describe the occupational roles of children in an ecocultural context and examine the influence of that context on the participation of a child with physical emotional or cognitive limitations

**Measuring Occupational Performance** Mary Law, Carolyn M. Baum, Winnie Dunn, 2024-06-01 As the profession of occupational therapy continues to mature and expand its practice the measurement of occupational performance is one of the key avenues that all practicing clinicians will need to explore and master *Measuring Occupational Performance Supporting Best Practice in Occupational Therapy Third Edition* summarizes the measurement tools needed to assess client occupational performance to provide the best intervention and to document the effectiveness of that intervention These measurement tools are not just a compilation of all that are available for measurement relevant to occupational therapy they are an elite group of tools carefully selected by the editors through a process of rigorous theoretical clinical and scientific reasoning In this Third Edition Drs Mary Law Carolyn Baum and Winnie Dunn have updated current chapters and added new topics that have not been covered in past editions such as a chapter on measuring school performance a key area of practice Also included is a chapter on measurement principles and development to highlight the concepts common to all the measures included in the text The Third Edition also has a focus on the best measures and measures that are used most frequently Features of the Third Edition Offers insight into the importance of measuring functional performance methodologies measurement issues and best approach for outcome measurement Conveys a broad focus on occupational performance and offers examples from a wide range of practice settings and from multiple spots throughout the lifespan Explains the technical aspects of measurement development and methodologies and which components of functioning are to be measured and how Develops an understanding of the theoretical aspects and evidence for both standardized tests and non standardized tests Instructors in educational settings can visit [www.efacultyounge.com](http://www.efacultyounge.com) for additional material to be used for teaching in the classroom New in the Third Edition Focus on strengths based approaches Measures health and disability at both individual and population levels using the International Classification of Functioning Disability and Health ICF An emphasis on evidence based practice and using evidence from other disciplines not just from occupational therapy New chapter focused on school based practice New content on reliability validity and responsiveness New content on goal attainment Additional material on decision making in practice In this changing health

care environment Measuring Occupational Performance Supporting Best Practice in Occupational Therapy Third Edition explains how core values and beliefs can be put into everyday practice and is the essential reference manual for the evidence based occupational therapy and occupational therapy assistant student and practitioner

**Insights in Assessment, Testing, and Applied Measurement: 2022** Gavin T. L. Brown, 2024-11-15 As we enter the third decade of the 21st century the field of education plays a more crucial role in understanding the contemporary world than ever before Analyzing the role of education in leading and driving change through policy practice and constant innovation for a more inclusive education whether it being educating students or teachers is crucial in the development of new and improved education systems worldwide To this end Frontiers in Education is organizing a series of Research Topics to highlight the latest advancements in the field This editorial initiative led by Dr Gavin Brown Specialty Chief Editor of the Assessment Testing and Applied Measurement section is focused on new insights novel developments current challenges recent advances and future perspectives in the field of assessment in education

**Educational Research** Jerry Wellington, 2015-01-29 What is educational research What are its current approaches methods and methodologies How should existing literature be reviewed and evaluated critically What are the key philosophical debates in and on educational research How should research in education be conducted and how should it be presented And what is the value of such research With this extensively revised edition of a much admired and engaging guide Jerry Wellington provides clear and constructive answers to these questions complete with detailed advice on methods such as interviewing surveys documentary research and the use of focus groups Thoroughly overhauled and updated this edition includes new case studies helpful theory summary boxes and a range of activities or points to ponder to foster engagement with current issues Retaining the clarity and concision of the previous edition and its approachable and practical style Jerry Wellington provides an invaluable text for all those engaged in educational research

The Early Years Teacher's Book Leonie Abrahamson, 2015-02-10 If you are an Early Years Teacher Trainee this book is written for you It will help you to successfully achieve your Early Years Teacher Status and practice with confidence This book guides you through what you need to know about Early Years Teacher Status step by step It explains how you can work to meet each of the Standards and assessment requirements The author addresses trainees common concerns about early years practice study skills and meeting EYTS requirements as well as giving many examples of the strategies that trainees found most helpful The chapters explore each aspect of every Standard and indicator with notes on theory practical tips case studies activities and suggestions for further reading This book helps you to understand all aspects of each Standard and indicator link your practice to the Standards understand the assessment requirements and how to strengthen your evidence plan and track your evidence complete your written assignments and create your portfolio with confidence develop the skills needed to take on a leadership role This book also provides support for the mentor mentee relationship and includes guidance for mentors teaching activities for tutors and support for assessors This book is a valuable



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