

INFANT/TODDLER ENVIRONMENT RATING SCALE®

THIRD EDITION

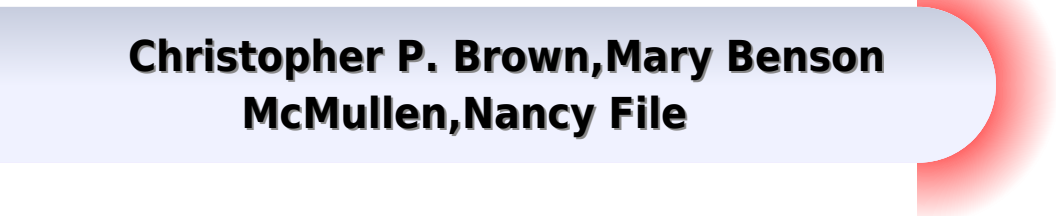
ITERS-3



Thelma Harms Debby Cryer Richard M. Clifford Noreen Yazejian

Infant Toddler Environment Rating Scale

**Christopher P. Brown, Mary Benson
McMullen, Nancy File**



Infant Toddler Environment Rating Scale:

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 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, 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

Video Guide and Training Workbook for the Infant/Toddler Environment Rating Scale Thelma Harms, Debby Cryer, 1991 These multimedia packages demonstrate how to use the ECERS R FDCRS and ITERS Each training package contains an interactive videotape and an Instructor's Guide which explains how to present the various training activities and provides answers and explanations for any questions that may arise A 16 page Video Guide and Training

Workbook containing training activities is sold separately Each participant will require a personal copy of the Video Guide and Training Workbook which can be reproduced for use in the classroom for educational purposes only

The Oxford Handbook of Infant, Toddler, and Preschool Mental Health Assessment Rebecca DelCarmen-Wiggins, Alice S. Carter, 2019-12-02 This fully updated new edition of The Oxford Handbook of Infant Toddler and Preschool Mental Health Assessment remains the leading reference for those seeking to understand and assess mental health in infants and young children Detailing the latest empirical research on measures and methods of infant and young child assessment and providing clinically applicable information for practitioners this handbook takes a closer look at current developmentally based conceptualizations of mental health function and dysfunction in infants and young children as well as current and new diagnostic criteria in specific disorders such as sensory modulation dysfunction autism spectrum disorders affective disorders and post traumatic stress disorder Presented in four sections chapters correspond to four broad themes contextual factors in early assessment temperament and regulation in assessment of young children early problems and disorders and translation and varied applied settings for assessment Each chapter presents state of the science information on valid developmentally based clinical assessment and makes recommendations based on developmental theory empirical findings and clinical experience Chapters have been added to this second edition covering family assessment early care and educational environments new approaches for distinguishing temperament from psychopathology assessing language and implementing second stage screening and referral The volume recognizes and highlights the important role of developmental social and cultural contexts in approaching the challenge of assessing early problems and disorders This new updated volume will be an ideal resource for teachers researchers and a wide variety of clinicians and trainees including child psychologists and psychiatrists early interventionists and early special educators

Early Childhood Quality Rating Scale—Emergent Curriculum (ECQRS-EC) Kathy Sylva, Iram Siraj, Brenda Taggart, Denise Kingston, Young children's learning depends on a wide range of experiences that support their holistic development While many different curricular frameworks are used around the world there is increasing agreement that the emerging academic skills of language and literacy mathematics and science should be supported by a playful pedagogy in the early years The Early Childhood Quality Rating Scale Emergent Curriculum ECQRS EC is designed to measure quality in these key areas within preschool settings In addition to three content area subscales this evidence based tool includes a subscale dedicated to diversity and inclusion to help educators support gender and cultural differences in children 3 6 years old who are developing at different rates Because it recognizes the important role of the adult in providing children with high quality interactions this new quality rating scale can be used for research teacher self evaluation and program improvement audit and regulation Research that has worldwide significance is rare but the authors have strong credentials from decades of work on projects that have global relevance for early years research policy and practice From the Foreword by W Steven Barnett and Ellen C Frede co directors National

Institute for Early Education Research Rutgers This indispensable tool guides policymakers researchers and early childhood educators in how to achieve high quality learning situations Sonja Sheridan University of Gothenborg Sweden The research informed ECQRS EC enables a much needed objective assessment of pedagogy and learning environments an indispensable resource Nirmala Rao The University of Hong Kong The ECQRS EC is a gift for anyone dedicated to providing high quality early education and care Tara McLaughlin Massey University New Zealand The Movement Environment Rating Scale (MOVERS) Carol Archer,Iram Siraj,2023-12-22 This revised new edition of The Movement Environment Rating Scale MOVERS offers a brand new method of measuring the quality of environment and pedagogy in which young children are encouraged to move and be physically active As physical development is a key component of an educational curriculum MOVERS offers practitioners the opportunity to accurately assess the quality of a child s physical experiences and the environmental and pedagogical quality of these experiences The MOVERS is placed firmly in the family of CLIQRS Curriculum Leadership and Interaction Quality Rating Scales which includes the Early Childhood Quality Rating Scale Emergent Curriculum ECQRS EC the Sustained Shared Thinking and Emotional Well being Scale SSTEW and the Pedagogical Leadership in the Early Years PLEY scale all of which have a similar format to previously mentioned scales making it easy for educators already familiar with these well established scales to adopt them and adapt them to their own unique settings MOVERS has four sub scales curriculum environment and resources for physical development pedagogy for physical development supporting physical activity and critical thinking parents carers and staff This book will be an invaluable tool for research self evaluation and improvement audit and regulation With additional notes derived using the feedback from extensive use of this resource by practitioners in hundreds of settings and early years specialists around the world it has also been rigorously updated according to latest research practice and policy **Techwise Infant and Toddler Teachers** Patricia A. Cantor,Mary M. Cornish,2016-10-01 Infants and toddlers the so called touchscreen generation are living in a screen mediasaturated world They are the target market for ever growing numbers of apps TV shows electronic toys and e books Making sense of the complex issues associated with screen media in the lives of children under 3 can be challenging for the adults who care for them There is a strong need among teachers and parents of infants and toddlers for guidance related to the appropriate role of screen media in early care and education Unlike most other books about technology in early childhood this book focuses specifically on infants and toddlers It explores why and how infant and toddler teachers need to be techwise in order to understand the implications of screen media for children s learning and development The book serves as a single accessible resource to relevant research findings from the fields of pediatric medicine child development developmental psychology social and behavioral sciences and brain science It provides infant toddler teachers with a comprehensive approach and strategies to guide their decisionmaking and promote practices that are evidence based family centered culturally responsive and collaborative It is a call for teachers to think carefully and act

wisely when making decisions about screen media both the technology that they are encountering now and the technology they will encounter in the future in order to optimize the learning and healthy development of infants and toddlers *An Educator's Guide to Infant and Toddler Development* Jennifer Kaywork,2019-12-05 *An Educator's Guide to Infant and Toddler Development* is a comprehensive and approachable guide to the growth learning and development of children from birth to age 3 Beginning with the foundations of infant and toddler education environments and family relationships this essential text explores each category of development in depth Chapters clearly explain key learning and developmental milestones provide real life examples and walk readers through materials and strategies for effective practice Designed to build effective and appropriate caregiving practices this resource is packed with reflection questions and fieldwork observations to help students continually grow their knowledge and skills Informative thorough and easy to use this is a critical guide for students caregivers and teachers helping young children to learn and grow **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*

Making a Difference in the Lives of Infants and Toddlers and Their Families: Final technical report John M. Love,2002 Handbook of Research on the Education of Young Children Bernard Spodek,Olivia N. Saracho,2014-01-27 The *Handbook of Research on the Education of Young Children* is the essential reference on research on early childhood education throughout the world This singular resource provides a comprehensive overview of important contemporary issues as well as the information necessary to make informed judgments about these issues The field has changed significantly since the publication of the second edition and this third edition of the handbook takes care to address the entirety of vital new developments A valuable tool for all those who work and study in the field of early child Lived Spaces of Infant-Toddler Education and Care Linda J. Harrison,Jennifer Sumsion,2014-05-05 This book conceptualizes the lived spaces of infant and

toddler early education and care settings by bringing together international authors researching within diverse theoretical frameworks It highlights diverse ways of understanding the experiences of very young children by exposing the ways that the authors are grappling with the unknown The work explores broadly the construct and meanings of lived spaces as relational spaces interactional spaces transitional spaces curriculum spaces or pedagogical spaces operating within the social physical and temporal environment of infant toddler education settings The book invites interchange between and among diverse theories and approaches and through this build new understanding of infants and toddlers experiences and interactions in early education and care settings It also considers the implications of this work for policy and practice in infant and toddler education and care

A Guide to Analyzing and Interpreting ECERS-3 Data Richard M. Clifford, Noreen Yazejian, Wonkyung Jang, Dari Jigjidsuren, 2021 Introduction ECERS 3 Background Summarizing ECERS 3 Data Descriptively Describing Statistical Relationships Examining Predictors of Quality Structural Equations Modeling Examining Predictors of Quality Hierarchical Linear Models Examining Groups with Shared Characteristics Special Issues Future Work Conclusions

Evidence-Based Practice in Infant and Early Childhood Psychology Barbara A. Mowder, Florence Robinson, Anastasia E. Yasik, 2009-07-17 An authoritative guide to evidence based treatment of infants and young children Evidence Based Practice in Infant and Early Childhood Psychology is the first handbook of its kind to consider the complete psychological needs of infants and young children from birth to early childhood With a focus on evidence based practice the book provides a balanced perspective of diverse and ethical practice with research and educational recommendations interwoven throughout Comprehensive in scope Evidence Based Practice in Infant and Early Childhood Psychology is divided into four sections Foundations provides the framework for considering psychological and educational service provisions for young children and their families Assessment and Intervention includes chapters on assessing infants toddlers preschoolers parents and families and bilingual and multicultural children Evidence Based Practice addresses evidence based treatments for particular issues such as autism ADHD health impairments and more Contemporary Issues examines current perspectives on issues such as childcare neuropsychology Response to Intervention RTI and violence prevention

For Our Babies J. Ronald Lally, 2015-04-25 For the last forty years J Ronald Lally has worked with state and federal agencies to improve services for infants and toddlers in the United States and abroad In this new book Lally paints a stark picture of how our babies have been forced to shoulder the fallout of massive societal changes over the past 60 years changes that have resulted in less access to their parents longer time spent in child care and substandard child care and services For Our Babies features the resonant voices of American parents speaking of their hopes worries and frustrations living in a country with too few parental and child supports It describes American parents general lack of awareness about how little they receive from their state and federal governments compared to parents living in other countries This important book includes crucial testimony from developmental psychologists child care providers health and mental health professionals economists specialists in brain

development and early learning educators about how policy and practices must change in the United States if parents are to raise children who will become healthy productive members of society This book is part of the For Our Babies initiative Visit the website which includes an author blog at www.forourbabies.org J Ronald Lally is the co director of the Center for Child and Family Studies at WestEd an educational research and development laboratory in San Francisco He created the Program for Infant and Toddler Care and is one of the founders of Zero to Three National Center for Infants Toddlers and Families Lally is right Our economy and our society will be stronger if public policies do more to help raise healthy babies I applaud his tireless efforts to increase national awareness about the critical importance of improving early childhood development for all families U S Congressman George Miller D CA 11 Dr Lally s book sensitively captures the tension in knowing that infants at birth are both full of unlimited developmental potential and at the same time desperately dependent on their surroundings And thankfully it is filled with ways to act on his informed and urgent plea for action to change policy and practice Carol Brunson Day President Brunson Phillips Day Inc Professor Lally draws on a lifetime of working with infants to review and synthesize the research about the importance of the first 3 years of life and what babies need especially from their relationships with parents and caregivers to thrive developmentally and socially He then paints a disturbing picture of how present policies are failing young children the invisible neglect This book is a must read for all who care about young children and their future Frank Oberklaid Director Centre for Community Child Health Royal Children s Hospital Melbourne This is a clarion and moving call on behalf of our most vulnerable and valuable citizens our amazing babies It gathers together the freshest and broadest knowledge of what they need to flourish and contrasts this to the myriad ways our policies and practices consistently fail them For Our Babies is an energizing enlightening and wholly loving book Jeree Pawl Clinical Psychologist Board of Directors Zero to Three Lally and others including some of the economists cited in this book have shown how investments in quality early education and preventive healthcare will more than pay for themselves when children reach adulthood This book is a starting place for urgently needed dialogue that will finally lead to action From the Foreword by T Berry Brazelton and Joshua Sparrow Harvard University

Clinical Assessment of Children and Adolescents Nuria de la Osa,Miguel Á. Carrasco,2024-08-12 Up to date information on successfully assessing children and adolescents in clinical settings This book showcases state of the art assessment methods instruments and processes in the clinical assessment of children and adolescents Written by leading experts the book highlights skills and specific procedures that are relevant and distinctive for the assessment of different age groups and in different contexts so that professionals can plan interventions effectively After an introduction to the basic concepts and approaches to the clinical assessment of children and adolescents four further sections explore the diagnosis of psychological problems the conceptualization of clinical problems and interventions the assessment of intervention progress and outcomes and the assessment of specific groups and in special contexts The contributions are full of practical examples to address issues such as clinical judgement

and bias results integration multi informant data collection and incremental validity

The Wiley Handbook of Early Childhood Care and Education Christopher P. Brown, Mary Benson McMullen, Nancy File, 2019-01-22 The essential resource to the issues surrounding childhood care and education with contributions from noted experts The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource that offers a review of the historical aspects best practices and the future directions of the field With contributions from noted experts in the field the book contains 30 interdisciplinary essays that explore in depth the central issues of early childhood care and education The handbook presents a benchmark reference to the basic knowledge effective approaches to use with young children curriculum design professional development current policies and other critical information The expert contributors address the myriad complex policy and practice issues that are most relevant today The essays provide insight into topics such as child development and diversity the sociocultural process of child development the importance of the home environment in the lives of young children early childhood special education teaching and learning literacy and much more This important resource Presents a comprehensive synopsis of the major components of the field of early childhood care and education Contains contributions from leading scholars researchers and experts in the field Offers the foundational knowledge and practices for working with young children Puts the focus on how early childhood works and presents an understanding of culture as a foundational component of both child development and early childhood education Written for academic scholars researchers advocates policymakers and students of early childhood care and education The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource to the major issues for dealing with childhood care and education with contributions from noted scholars in the field

Early Childhood Assessment National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Board on Children, Youth, and Families, Committee on Developmental Outcomes and Assessments for Young Children, 2008-12-21 The assessment of young children s development and learning has recently taken on new importance Private and government organizations are developing programs to enhance the school readiness of all young children especially children from economically disadvantaged homes and communities and children with special needs Well planned and effective assessment can inform teaching and program improvement and contribute to better outcomes for children This book affirms that assessments can make crucial contributions to the improvement of children s well being but only if they are well designed implemented effectively developed in the context of systematic planning and are interpreted and used appropriately Otherwise assessment of children and programs can have negative consequences for both The value of assessments therefore requires fundamental attention to their purpose and the design of the larger systems in which they are used Early Childhood Assessment addresses these issues by identifying the important outcomes for children from birth to age 5 and the quality and purposes of different techniques and instruments for developmental assessments

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