

INFANT/TODDLER ENVIRONMENT RATING SCALE®

THIRD EDITION

ITERS-3



Thelma Harms Debby Cryer Richard M. Clifford Noreen Yazejian

Infant Toddler Environment Rating Scale

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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 *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 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 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

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

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 SSTEWS 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

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

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

Open-Ended Art for Young Children Tracy Galuski, Mary Ellen Bardsley, 2018-10-16 Open ended art is defined as art activity where children are free to use their imagination as they explore a variety of materials without a planned outcome When teachers embrace open ended art they emphasize the process of creating and observe the developmental growth being experienced by the children Open ended art provides children an important opportunity to think about feel and express ideas It helps teachers slow down the pace of the activity in order to observe and feel the environment all around There are many books available to educators that include art ideas and projects but Open Ended Art for Young Children goes beyond the basics to highlight why the field of early childhood education advocates for open ended art and explain how to adapt to new ways of thinking about art Authors Dr Tracy Galuski and Dr Mary Ellen Bardsley present chapter by chapter the challenges teachers encounter when faced with best practices and expectations related art process and product Each chapter begins with a classroom

vignette that describes the challenge followed by a plethora of solutions grounded in research and illustrated through practical examples Each chapter includes full color pictures and photos and ends with an activity or investigation for reflection

Foundations and Best Practices in Early Childhood Education: History, Theories, and Approaches to Learning (3rd Edition) Lissanna Follari, 2015-05-20 Foundations and Best Practices in Early Childhood Education History Theories and Approaches to Learning 3rd Edition

Research Methods for Education Peter Newby, 2013-11-04 Written with the novice educational researcher in mind Research Methods in Education is designed to help students produce good quality valid and valuable research The text is written in an engaging style and adopts a mixed methods approach guidance on analytical procedures that require more advanced tools such as SPSS and Minitab are also provided The book is packed with exercises examples and comparative international material from other educational contexts all of which help to introduce this complex subject in an easy to use format for people that are new to research and are not confident with numerical information Peter Newby's student friendly text allows the researcher to confidently address the practical aspects of deciding on a research project designing a questionnaire or presenting conclusions in the most convincing way Of the many research books available this one stands out as it is clear logically structured explains sophisticated concepts in an accessible manner without oversimplifying them and has a format which students at undergraduate and postgraduate like In addition the powerpoint slides that accompany the book provide an excellent basis for lectures and can be edited adopted to personalise them I anticipate using this book for quite some time on several courses Dr Pete Allison Coordinator of Masters Research courses at The Moray House School of Education The University of Edinburgh

Supporting Toddlers' Wellbeing in Early Years Settings Ms Helen Sutherland, Yasmin Mukadam, 2018-04-19 There's a lack of training for practitioners supporting toddlers at what is a very pivotal age for development This book fills this gap as the go to guide for improving toddlers mental and physical development by providing strategies and tools to support toddlers overall wellbeing Includes case studies examples of good practice across Europe

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

Building Early Social and Emotional Relationships with Infants and Toddlers Amanda Sheffield Morris, Amy C. Williamson, 2019-02-09

This book provides a comprehensive overview of the process of building healthy early social and emotional relationships with infants from a developmental perspective. The book synthesizes current research on the contextual influences of attachment, family relationships, and caregiving practices on social emotional development. Chapters examine the processes of socioemotional development, particularly in relationships with parents, other family members, and peers, and identify areas for promoting healthy attachments and resilience, improving caregiving skills, and intervening in traumatic and stressful situations. Chapters also present empirically supported intervention and prevention programs focused on building early relationships from birth through three years of age. The book concludes with future directions for supporting infant mental health and its vital importance as a component of research, clinical and educational practice, and child and family policy. Topics featured in this book include: The effect of prenatal and neonatal attachment on social and emotional development; The impact of primary relationships and early experiences in toddlerhood; Toddler autonomy and peer awareness in the context of families and child care; Supporting early social and emotional relationships through The Legacy for Children™ Intervention; How to build early relationship programming across various cultures; Building Early Social and Emotional Relationships with Infants and Toddlers. This is a must-have reference for researchers, clinicians, and professionals, and graduate students in the fields of infant mental health, developmental psychology, pediatrics, public health, family studies, and early childhood education.

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. *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 a 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?

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.

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