



Suggested Materials List
Infant Toddler Environmental Rating Scale-Revised (ITERS) Infants and Toddlers
Ages 0 months – 3 years

Classroom:	Teacher:
Ages served:	Completed by:
Number of children enrolled:	Date:

Children learn best through play. Ensuring your classroom is well-stocked with the recommended accessible toys and materials will help keep the children engaged in play, increase appropriate behaviors and promote success in school.

The recommended materials need to be in good repair, organized and easily accessible to the children anytime they are not involved in routine care. Please note the examples are not all inclusive. Review the left hand column and then complete the right hand column based on your classroom. Write specific plans to improve your classroom.

Each classroom teacher should complete this form for their classroom keeping in mind the definition of "much of the day".

Much of the day: In most items, "much of the day" is associated with the children's access to materials typically used indoors (e.g., books, art materials, fine motor or dramatic play toys). It means most of the time that any child maybe awake and able to play. If children are prevented from using materials for long periods by overly long routines when the children have to wait with nothing to do, being kept in groups that they are not engaged in, or being kept in areas where access is not possible, then credit cannot be given for "much of the day." Appropriate group activities in which children are engaged and interested for short periods that match their abilities are permissible as long as they do not significantly affect access to materials throughout the rest of the day. If children (or any child) who are ready to play are prevented from reaching and using materials for a total of 20 minutes during a 3-hour observation, then "much of the day" cannot be given credit. The 20 minutes can be calculated as one 20-minute time period, or may be calculated as a combination of smaller time periods that equal 20 minutes. "Much of the day" should be considered separately for each item where the requirement appears. In some cases credit might be given on one item for much of the day, while not given for another item.

1 ITERS

Materials/Items Needed	Notes/Observations
<p>Routine care & play</p> <ul style="list-style-type: none"> • Separate storage for each child's belongings – personal belongings (diaper bags, coats, etc.) do not touch and there is a physical barrier between all children's personal belongings. • Comfortable and supportive seating (back and side support, footrest) • Furniture suitable for individual care and for the age of the children (high-chairs for infants and young toddlers, tables and chairs for toddlers) • Low, open shelves for storage of toys and materials • Adult seating for routine care 	<p>Storage of children's belongings:</p> <p>Seating for children:</p> <p>Furniture for routine care/play:</p> <p>Adult seating:</p> <p>Plan for improvement:</p>
<p>Relaxation & comfort</p> <ul style="list-style-type: none"> • At least 2 soft toys for each child enrolled in the classroom (soft stuffed animals, soft dolls, etc.) • Soft furnishings in several areas of the room (rugs, carpet, pillows, soft chairs) • A special cozy area is available to the children with ample soft furnishings and soft toys – a place where children can sit/lay and relax. 	<p>Number of children enrolled _____ Number of soft toys needed _____</p> <p>Number of soft toys accessible _____</p> <p>Soft furnishings available:</p> <p>Cozy area:</p> <p>Plan for improvement:</p>
<p>Display for children</p> <ul style="list-style-type: none"> • Artwork done by the children (if applicable) • Pictures and posters of things relevant to the children (nature, animals, people) • Photos of a child's home-life experience • Two (2) mobiles or 3D objects where children can easily see – (when looking from the floor) and parts that move (windsocks, mobiles, hanging plants, wind chimes) 	<p>Art work displayed:</p> <p>Pictures/posters displayed:</p> <p>Photographs of children/familiar people:</p> <p>Hanging objects:</p> <p>Plan for improvement:</p>

2 ITERS

Harms, T., Cryer, D. & Clifford, R. (2006). *Infant/toddler environment rating scale (revised)*. New York, NY: Teacher's College Press.

Cryer, D., Harms, T., and Riley, C. (2004). *All About the ITERS-R*. Lewisville, NC: Pact House Publishing.

<p>Books</p> <ul style="list-style-type: none"> • At least 2 books per child enrolled – but no less than 12 • Books should be vinyl, cloth, board, or otherwise age appropriate for the children in the room • Represent the following topics: <u>rac</u>es, <u>ages</u> (books with people of all ages-infant through senior adults), <u>abilities</u> (books that show people of differing abilities – sign language, glasses, hearing aids, using wheel chairs, etc.), <u>animals</u>, <u>familiar objects</u> (things that are familiar to children – objects at school or home, realistic animals, etc.) and <u>familiar routines</u> (routines that children will go through – sleep, eating, play, etc.) • Books should not be frightening, contain any scenes or a theme of violence 	<p>Topics:</p> <p>Races_____ Ages_____ Abilities_____ Animals_____</p> <p>Familiar objects_ Familiar routines _____</p> <p>Number of children enrolled____Number of books needed _____</p> <p>Total number accessible _____</p> <p>Do books contain violence: y / n</p> <p>Plan for improvement:</p>
<p>Fine Motor Infant materials (under 12 months old)</p> <ul style="list-style-type: none"> • At least 10 toys for a group of 5 infants, plus 1 additional toy for each child over the 5th. For example if you have 10 infants you will need to have 15 toys. • Materials should support a variety of skills (grasping, dumping, filling, cause and effect, shaking). <p>Toddler materials (12 months and older)</p> <ul style="list-style-type: none"> • At least 15 toys for a group of 5 toddlers, plus 1 additional toy for each child over the 5th. For example if you have 12 toddlers you will need to have 22 toys • Materials should support a variety of skills (shape sorters, puzzles, Legos, nesting toys, shakers, etc.). 	<p>Age of oldest child____Number of children enrolled _____</p> <p>Number of toys needed_____Total number of toys accessible _____</p> <p>Fine Motor toys accessible:</p> <p>Plan for improvement:</p>
<p>Active Play Materials should be available to the children on a daily basis, either inside or outside.</p> <p>Infant materials (under 12 months old)</p> <ul style="list-style-type: none"> • Playmats, balls, small push and pull toys <p>Toddler materials (12 months and older)</p> <ul style="list-style-type: none"> • Riding toys, balls, push and pull toys, slides, tunnels, balance board 	<p>Active Play Indoors:</p> <p>Active Play Outdoors:</p> <p>Plan for improvement:</p>

3 ITERS

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<p>Art Art is not required if all the children in the room are under 12 months of age – however if done this item is scored.</p> <ul style="list-style-type: none"> • All materials used are non-toxic and safe for the children • Artwork should be creative and individualized – no dittos, coloring sheets, or art activities that have a right or wrong way to complete are used <p>Young toddlers (12-23 months) – done at least 3 times a week</p> <ul style="list-style-type: none"> • Large non-toxic crayons, finger paint (not tempera), non-toxic chalk, and paper <p>Older toddlers (24-30 months) – done at least 1 time a day</p> <ul style="list-style-type: none"> • Materials for young toddlers plus, glue sticks, markers, tempera paint, scissors, collage items, and tape 	<p>Age of oldest child _____ Is art done with the children y / n</p> <p>What types of art activities are done with the children:</p> <p>Plan for improvement:</p>
<p>Music and Movement</p> <ul style="list-style-type: none"> • At least 10 musical toys or instruments – but no less than 1 per child enrolled. <u>Musical toys</u> can include dolls with bells, toys that play music or songs. <u>Music instruments</u> can include drums, shakers, jingle bells, pianos, rain sticks. • Variety of types of music are used with the children – classical, cultural, jazz, etc. 	<p>Number of children enrolled _____ Number of musical toys needed _____</p> <p>Number of musical toys accessible _____ Musical toys and instruments accessible:</p> <p>Plan for improvement:</p>
<p>Block Play Block play is not required if all the children in the room are under the age of 12 months.</p> <ul style="list-style-type: none"> • At least 3 sets of blocks (10 or more blocks per set). Blocks can include vinyl, fabric, plastic, cardboard, etc. • At least 5 accessories from each of the following categories: transportation toys, people, and animals. • To be considered a block it must be at least 2 inches on the majority of the sides and cannot be interlocking (Legos, bristle blocks, etc.) <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">2 inches long</div>	<p>Age of oldest child _____</p> <p>Sets of blocks and number of blocks:</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Accessories:</p> <p>Is block play out of the line of traffic and other children's play? y / n</p> <p>Plan for improvement:</p>

4 ITERS

<p>Dramatic play</p> <p>For Infants (under 12 months old):</p> <ul style="list-style-type: none"> 3-5 examples of each of the following categories: <u>dolls</u> (with 3 different skin tones/facial features), <u>soft animals</u>, <u>pots and pans</u>, and <u>toy telephones</u>. <p>For Toddlers (12 months or older):</p> <ul style="list-style-type: none"> at least 2 example from each of the following categories: <u>dolls</u> (with 3 different skin tones/facial features), <u>soft animals</u>, <u>pots and pans</u>, <u>toy telephones</u>, <u>dress-up clothes</u> (purses, hats, clothes, shoes, etc.), <u>child-size play furniture</u> (sink, stove, vacuum, shopping cart, table and chairs, etc.), <u>play foods</u>, <u>dishes/eating utensils</u>, <u>doll furniture</u> (doll clothes, doll bed, stroller, etc.), and <u>small buildings with accessories</u> (barn with animals, etc.) 	<p>Age of oldest child in classroom _____</p> <p>Dolls: _____ Dress-up clothes: _____</p> <p>Soft animals: _____ Child-size play furniture: _____</p> <p>Pots and pans: _____ Play foods: _____</p> <p>Toy telephones: _____ Dishes/eating utensils: _____</p> <p>_____ Doll furniture: _____</p> <p>_____ Small buildings with accessories: _____</p> <p>Plan for improvement:</p>
<p>Sand & water play</p> <p>FYI Sand and water is not required if <u>all</u> children are younger than 18 months</p> <ul style="list-style-type: none"> Sand or water should be provided at least once a week Variety of toys for sand/water play, such as measuring cups, funnels, sifters, shovel, spoons, animals, etc. Appropriate substitutes for sand include: millet bird seed, dirt or sterilized potting soil, finely shredded mulch any materials that is easy to scoop, pour and sift (similar to sand). Food items such as rice and beans are not appropriate. 	<p>Age of oldest child _____</p> <p>How often is sand or water play offered?</p> <p>What types of materials are used with sand and water?</p> <p>What accessories/props are used with sand and water play?</p> <p>Plan for improvement:</p>

5 ITERS

Nature/Science

- Nature represented realistically (not cartoonish, animals given human features, etc.) in toys and materials.
- Access to natural items daily (living plants/animals inside the room or easily visible, trees or gardens in outdoor space, discovery bottles with real nature items(rocks, leaves, shells, etc.), large (safe) real nature items that the children can play with, etc.)
- Daily experiences with plants or animals indoors and outdoors

Nature represented realistically in toys and materials:

Natural items accessible to the children daily:

Living plants/animals:

Plan for improvement:

Promoting acceptance of diversity

- At least 3 books, pictures and other materials that represent the following categories of diversity: race (skin tones/facial features), culture (dress, language, food), ages (materials of people of varying ages), abilities (people with disabilities, glasses, etc.) and gender (men and women in non-stereotypical roles)
- Other materials can include food, cooking/eating utensils, dress-up, puzzles, instruments, block people etc.
- Dolls that represent at least 3 different races through skin tones or facial features

	Books	Pictures	Other Materials
Races			
Cultures			
Ages			
Abilities			
Gender			

Dolls of various races (skin tones/facial features):

Plan for improvement:

6 ITERS

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