



**Suggested Materials List**  
**Infant Toddler Environment Rating Scale-Third Edition (I-3)**  
**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. Staff will review the left-hand column and then complete the right-hand column based on their classroom. Write specific plans to improve your classroom.

When using the ITERS-3, **access of materials to children differs by age within the infant/toddler group**. This scale breaks down the ages in the following manner:

**Infants** are those under 12 months of age.

**Ones** are children aged 12 months through 23 months.

**Twos** are those who are 24 months through 35 months of age.

**For infants** to have access to materials, it will depend on their mobility. Some infants scoot, roll, or crawl, others are non-mobile. For those non-mobile infants, staff must make material accessible to them by physically bringing materials to the child(ren). All materials should be within the eyesight of the non-mobile infants.

**For mobile children**, materials should be stored where children can physically reach them, play with them nearby, and place them back in their storage containers/low shelves independently (as possible).

Access to materials should occur anytime a child is awake and ready to play, and not in routine care. This scale also allows for major lapses (at the 3 level of quality), short lapses (at the 5 level of quality), or no lapse (at the 7 level of quality).








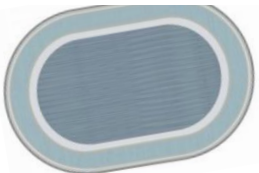


A **long lapse** is anytime a child(ren) is restricted from accessing materials for a lengthy period (e.g., moving as a group from one activity to another group activity, and children losing interest but are required to remain in that group whether they are engaged or not).

A **short lapse** occurs when a child(ren) is restricted from choosing their own activity for a brief time (e.g., one short, age-appropriate story OR one short movement activity where all children are engaged, and no child is restricted from leaving the activity). Stories and songs/movement are required to occur but, ideally, should take place during free play when children come and go as they please. Encouragement of verbal play, gentle touch, and positive interaction is appropriate with individual children throughout the day.

## 1 ITERS-3

Harms, T., Cryer, D., Clifford, R., & Yazejian, Y. (2017). *Infant/toddler environment rating scale (third edition)*. New York, NY: Teacher's College Press.

Cryer, D., Riley, C., Link, T., & McCullough, V. (2022). *All About the ITERS-3*. Lewisville, NC: Gryphon House Inc.

Materials/Items Needed	Notes/Observations
<p><b>Routine care, play, and learning</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Comfortable and supportive seating (back and side support, footrest),</li> <li>• Furniture supports self-help (steps at sink/diaper table, low, sturdy tables, and shelves)</li> <li>• Furniture suitable for individual care and for the age of the children (highchairs for infants, tables, and chairs for Ones &amp; Twos)</li> <li>• Open shelves for storage of toys and materials</li> <li>• Adult seating for routine care</li> <li>• Specifically designed furniture for older toddlers (tiered bookshelf, dramatic play furniture, sand/water table, or easel)</li> <li>• Soft furnishings in several areas of the room (rugs, carpet, pillows, soft chairs)</li> </ul>	<p>Storage of children's belongings:</p> <p>Seating for children:</p> <p>Furniture for routine care/play:</p> <p>Adult seating:</p> <p>Specifically designed furniture:</p> <p>Soft furnishings available:</p> <p><b>Plan for improvement:</b></p>
<p><b>Examples</b></p> <div>  <p>Cozy Area</p>  <p>Low shelf</p>  <p>Crib</p>  <p>Low feeding chair</p>  <p>Adult routine care chair</p>  <p>Cubbies</p>  <p>Child-size seating</p>  <p>Soft area rug</p>  <p>Dramatic Play child-size Specifically designed furniture</p>  <p>Child-size tables and chairs</p> </div>	

## 2 ITERS-3

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### Room Arrangement

- Suitable space for differing activities (messy, active, cozy/quiet)
- 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.
- At least two infant play areas (for infants)
- At least three interest centers (for toddlers – ones and twos)
- Routine care area conveniently arranged.
- Visual supervision allows children to be seen at a glance.

Suitable space for differing activities:

Routine care areas convenient for staff:

Number of play spaces accessible:

Number of interest centers accessible:

Quiet and active play (gross motor) areas separated:

All play areas are accessible to enrolled children with disabilities:

Traffic patterns do not interfere with activities

**Plan for improvement:**

### Examples



2 Play areas for infants



3 Interest areas for toddlers



Infant/Toddler routine area conveniently arranged

### 3 ITERS-3

Harms, T., Cryer, D., Clifford, R., & Yazejian, Y. (2017). *Infant/toddler environment rating scale (third edition)*. New York, NY: Teacher's College Press.

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### Display for children

- 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) with parts that move in space (windsocks, mobiles, hanging plants, wind chimes)

Artwork displayed:

Pictures/posters displayed:

Photographs of children/familiar people

Hanging 3-D objects:

Staff point out and talk extensively with child(ren) about displayed materials

**Plan for improvement:**

### Examples



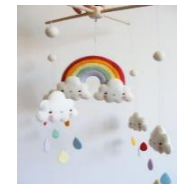
Toddler scribble art



Textures



Family tree – familiar



3-D mobiles and/or hanging objects/plants



### 4 ITERS-3

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### Staff use of books, and encouragement of use of books by children

- More than 20 different choices of books accessible – but no less than 6
- Books should be vinyl, cloth, board, or otherwise age appropriate for the children in the room.
- Books should represent the following topics: **rac**es, **ag**es (books with people of all ages-infant through senior adults), **ab**ilities (books that show people of differing abilities – sign language, glasses, hearing aids, using wheelchairs, etc.) **c**ultures, and **g**ender **r**oles (males and females shown in same role)
- At least two **fictional** and two **factual/science/nature** books are included.
- Books should not be frightening, contain any inappropriate scenes or a theme of violence.
- Books should never be used as a transitional activity where most children can get distracted easily.
- At least three (3) books that correspond to current seasons, themes, or interests are included.

Categories:

Races\_\_\_\_\_, Ages\_\_\_\_\_, Abilities\_\_\_\_\_, Cultures \_\_\_\_\_

Gender roles \_\_\_\_\_, Factual \_\_\_\_\_, Fictional \_\_\_\_\_

Total number accessible \_\_\_\_\_

Do books contain violence: y / n

Do staff read to children?

Do staff use positive interest extension with children who choose to use books independently?

Are books rotated to correspond with themes?

Are books used as a transitional activity?

**Plan for improvement:**

### Examples



**Tiered bookshelf**



**Infant bookshelf**



**Toddler comfortable seating**



**Infant comfortable book area**

### 5 ITERS

. Harms, T., Cryer, D., Clifford, R., & Yazejian, Y. (2017). *Infant/toddler environment rating scale (third edition)*. New York, NY: Teacher's College Press.

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## Fine Motor

### Infant materials (under 12 months old)

- **More than 10** different choices of toys for a group of infants.
- If there are more than 5 infants, more choices of materials should be accessible throughout the observation.
- Materials should support a variety of skills (grasping, dumping, filling, cause and effect, shaking).

### Toddler materials (12 months and older)

- **More than 10** toys for a group of toddlers,
- If there are more than a small group of toddlers (5), more materials should be accessible.
- Materials should support a variety of skills (shape sorters, simple puzzles, Duplo blocks – or other interlocking blocks, nesting toys, stacking rings, large stringing beads, large pegs with peg boards, etc.).

Age of oldest child\_\_\_\_\_

Number of toys needed\_\_\_\_\_Total number of toys accessible \_\_\_\_\_

Fine Motor toys accessible for infants:

Fine Motor toys accessible for toddlers/twos:

**Plan for improvement:**

## Examples



Grasping



Sorting



Lacing



Duplo's for toddlers



Simple toddler puzzles



Stacking

## 6 ITERS

. Harms, T., Cryer, D., Clifford, R., & Yazejian, Y. (2017). *Infant/toddler environment rating scale (third edition)*. New York, NY: Teacher's College Press.

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## Art

**Art is not required if all the children in the room are under 18 months of age - however if observed, this item is scored.**

- 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.
- Staff should use words and actions to teach children to use art materials.  
Most art activities allow children to use the materials in their own way.

**Older toddlers (18-23 months) – observed during the observation.**

- Large non-toxic crayons, non-toxic chalk, and large paper

**Older toddlers (24-30 months) – accessible during the observation**

- At least one (1) drawing material for older toddlers is accessible. (any of the above) plus, glue sticks, washable markers, tempera paint with age-appropriate paint brushes, blunt scissors, bingo blotters, playdough, collage items (e.g., self-stick stamps, stickers, yarn, large pom poms), and tape

Age of oldest child\_\_\_\_\_ Are art activities done with children? Yes No

What types of art activities are done with the children:

What materials are accessible to older toddlers (Twos):

Do staff use words AND actions to teach children to use art materials? Yes No

Do staff talk with children extensively and individually about their artwork? Yes No

Do staff write captions about artwork dictated by interested 2-year-olds and older?  
Yes No

Do staff teach concepts to children while children are using art materials? Yes No  
Concepts include comparing color, shape, and size.

**Plan for improvement:**

## Examples for TODDLERS



**Washable  
paints**



**Collage  
tissue paper**



**Playdough**



**Bingo dabbers**



**Chunky chalk**

## 7 ITERS

. Harms, T., Cryer, D., Clifford, R., & Yazejian, Y. (2017). *Infant/toddler environment rating scale (third edition)*. New York, NY: Teacher's College Press.

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### Music and Movement

- At least 10 musical **toys** or instruments are accessible. Musical toys can include rattles, blocks with bells inside them, busy boxes that make noise, push toys that pop, and/or toys that play music or songs. Music instruments can include drums, xylophones, pianos, traditional rhythm instruments such as triangles, maracas, wrist bells, castanets, or cymbals.
- At least two (2) age-appropriate **musical instruments** are accessible to **Twos** in addition to the musical toys.
- Music activities are individualized.
- Attention to the features of the music is pointed out (connect movements to music during finger plays or encouragement of movements during slow music vs. fast tempo)
- Songs, change, and/or movement activities are related to current theme or topic of interest (e.g., holiday finger plays or songs)

Number of children enrolled \_\_\_\_ Number of musical toys needed \_\_\_\_

Number of musical toys accessible \_\_\_\_

Musical toys **and** at least 2 instruments accessible to Twos:

Music activity is related to theme/current topic of interest:

Staff-led music activities are pleasant, and most children are engaged:

Do staff draw attention to features of the music? Yes No

Are some music and/or movement activities related to current classroom themes or topics of interest? Yes No

**Plan for improvement:**

### Examples



Infant music toys

### 8 ITERS

. Harms, T., Cryer, D., Clifford, R., & Yazejian, Y. (2017). *Infant/toddler environment rating scale (third edition)*. New York, NY: Teacher's College Press.

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### Block Play

Block play is not required if all the children in the room are under the age of 12 months.

- At least 1 set of blocks (lightweight, various sizes, shapes, colors; large cardboard blocks, unit blocks, and smaller blocks with most sides **less** than 2 inches such as table blocks or alphabet blocks) are accessible to **infants**.
- **Infants have more than 6 blocks in one set**
- **Mobile children** should have access to plenty of blocks (enough for no competition for use by children to create independent structures).
- Staff make blocks accessible to non-mobile infants.
- At least five (5) accessories from each of the following
- Categories for **Ones and Twos**: transportation toys, people, and animals
- Positive involvement by staff while children are using blocks.
- Staff extend learning (talk about age-appropriate concepts related to block play, model creating simple structures).
- Staff describe what they are doing while modeling block building
- A Blocks Interest Center is accessible to children 18 months and older.

Blocks are accessible to infants:

Blocks\_\_\_\_\_ and accessories\_\_\_\_\_

Accessories are accessible to Ones and Twos? Yes No

Sets of blocks and number of blocks:

1. Lightweight blocks (various shapes, sizes, colors) \_\_\_\_\_

Number of blocks\_\_\_\_\_

2. Cardboard Blocks \_\_\_\_\_

Accessories:

People \_\_\_\_\_

Vehicles \_\_\_\_\_

Animals \_\_\_\_\_

Is block play out of the line of traffic and other children's play? y / n

Staff describe what they are doing as they model creating simple structures: with infants and toddlers: Yes No

There is a block Interest Center accessible to Older Toddlers (18 months) and Twos? Yes No

**Plan for improvement:**

### Examples



Cloth blocks



Vinyl blocks



Block shape sorter



Rubber blocks

### 9 ITERS

. Harms, T., Cryer, D., Clifford, R., & Yazejian, Y. (2017). *Infant/toddler environment rating scale (third edition)*. New York, NY: Teacher's College Press.

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<p><b>Dramatic play</b></p> <p><b>For Infants (under 12 months old):</b></p> <ul style="list-style-type: none"> <li>Plenty of materials represent what children typically experience in their lives (household routines, work, and transportation)</li> <li>Materials are varied, and may include soft dolls, soft animals, pots and pans, toy telephones, small people figures, toy foods, toy animal figures, toy vehicles, hats/purses</li> </ul> <p><b>For Toddlers and Twos (12 months or older):</b></p> <ul style="list-style-type: none"> <li>At least two (2) examples from each of the following <b>categories</b>: <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.)</li> <li>A dramatic play Interest Center is accessible to <b>Ones and Twos</b></li> <li>Staff frequently join in children's play, adding appropriate language.</li> <li>Dramatic play materials are provided outdoors for Toddlers and Twos outdoors or in <b>another</b> large area (indoor active play area)?</li> </ul> <p><b>For Infants, Toddlers and Twos:</b></p> <ul style="list-style-type: none"> <li>At least four (4) dramatic play examples are accessible that clearly represent diversity (race, cultures, equipment used by people of different cultures or by people with differing abilities, dress-up clothing from different cultures, pretend foods from different cultures).</li> <li>Dolls with three (3) different skin tones/facial features are accessible</li> <li>At least two (2) soft animals are accessible</li> </ul>	<p><b><u>Infants and Toddlers and Twos:</u></b></p> <p>Dolls: (required)</p> <p>Soft animals: (required)</p> <p>Pots and pans:</p> <p>Toy telephones:</p> <p>Small people: (may be in blocks)</p> <p>Toy foods:</p> <p>Toy animals: (may be in blocks)</p> <p>Toy vehicles: (may be in blocks)</p> <p>Hats and/or purses:</p> <p>Do staff name some objects children experience in their dramatic play? Yes No</p> <p>Do staff sometimes interact positively with children as they engage in dramatic play? Yes No</p> <p>Do staff frequently join in the children's play, adding appropriate language? Yes No</p> <p><b>Plan for improvement:</b></p>	<p><b><u>Toddlers and Twos</u></b></p> <p>Simple dress-up clothes:</p> <p>Child-size play furniture:</p> <p>Play foods:</p> <p>Cooking/eating equipment:</p> <p>Doll furniture:</p> <p>Small buildings with accessories:</p>
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## Examples



**Dramatic play furnishings and materials**



**Doll and bed**



**Dramatic play combo unit**



**Dishes and utensils**



**Play foods**



**Toy vehicles**



**Play people**



**Realistic play animals**

## 11 ITERS

. Harms, T., Cryer, D., Clifford, R., & Yazejian, Y. (2017). *Infant/toddler environment rating scale (third edition)*. New York, NY: Teacher's College Press.

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## Nature/Science

- Infants and toddlers have appropriate access to science/nature pictures, books, and toys that represent nature realistically.
- Access to natural items daily (living plants/animals inside the room OR easily visible, and pointed out, trees or animals 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 living plants or animals indoors and outdoors (weather permitting).
- Nature/science Interest Center is organized **for Twos**.
- Sand or water should be provided during the observation **for Twos** either indoors or outdoors.
- A variety of toys for sand/water play, such as measuring cups, funnels, sifters, shovels, spoons, animals, etc. are accessible.
- Appropriate substitutes for sand include millet bird seed, dirt, sterilized potting soil, or finely shredded mulch: (any materials that are easy to scoop, pour and sift - like sand).
- Food items such as rice and beans are not appropriate.
- Staff show interest in and concern for nature.
- Staff draw attention to and appropriately talk about nature or science at least three (3) times during the observation

**\*\*Close supervision of children is always provided when children play with sand and/or water.**

Nature represented realistically in toys, books, and materials:

Natural items accessible to the children daily: Living plants/animals indoors \_\_\_\_\_,

pointed out outside \_\_\_\_\_:

How often is sand or water play offered?

What types of materials are used with sand and water:

Close supervision for children playing with sand or water:

Staff draw attention to (point out) and talk about nature/science appropriately at least 3 times during the observation:

- 1.
- 2.
- 3.

**Plan for improvement:**

## Examples



Simple experiment tools and toys



factual and real  
animal photos



Realistic play animals

## 12 ITERS

. Harms, T., Cryer, D., Clifford, R., & Yazejian, Y. (2017). *Infant/toddler environment rating scale (third edition)*. New York, NY: Teacher's College Press.

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### Math/number

- Appropriate math/number materials are accessible to all ages  
**Infants:** number picture books, grasping toys/rattles of differing shapes, or numbers, busy boxes with numbers/shapes, nesting cups, stacking rings.  
**Toddlers:** number picture books, busy boxes with numbers/shapes, nesting cups, easy shape puzzles, shape sorters, cash registers & toy telephones with numbers/shapes on keys, number blocks, materials that show both number and corresponding number of objects, stacking rings, activity boxes with different shapes to push;  
**Twos:** all the above for toddlers, AND/OR sets of blocks with various shapes and sizes, simple number puzzles, large, safe tape measures.
- Number songs, chants, nursery rhymes OR finger plays used with children.
- Numbers are pointed out and TWOS are helped to become aware of what printed numbers mean.
- Math words are used to describe sequence of daily events (first, second, and third).
- Fingers are used when number talk is used with children.

Math/number materials are accessible to all ages: Yes No (list materials below)

Infants:

Ones:

Twos:

Are number chant/song/nursery rhymes are used: Yes No

Do staff count objects for children in an engaging manner? Yes No

Do staff correctly compare shapes, quantity, or sizes while children are using materials? Yes No

Are fingers used to enhance number talk? Yes No

Are math words are used to describe sequence of daily events (first, second, and third): Yes No

Do staff sometimes help children become aware of what printed numbers mean? Yes No

**Plan for improvement:**

### Examples



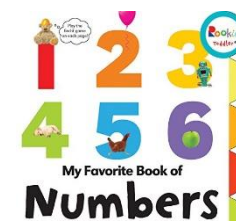
Number train



Stackable numbers  
and  
number nesting cups



Number pegs and boards



Simple number book

### 13 ITERS

. Harms, T., Cryer, D., Clifford, R., & Yazejian, Y. (2017). *Infant/toddler environment rating scale (third edition)*. New York, NY: Teacher's College Press.

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### Appropriate use of technology

- No screen time should be used with children under 24 months.
- Screen time for Twos is limited to 15 minutes during observation.
- All materials used are limited to those which are appropriate for age and comprehension ability.
- Three or more alternatives are accessible during ANY screen time.
- Staff are actively involved with children who are using technology (e.g., watch, and interact with children)
- Most technological materials encourage creative activity or vigorous movement.
- Materials used to support and extend children's current interests and experience (theme related)

Is screen time is limited to Two-year-olds and for 15 minutes during the observation? Yes No

Is all technology monitored, and are staff actively involved with children: Yes No

Are all materials used to support and enhance themes or classroom related activities? Yes No

Does all technology encourage active involvement, movement, or creative activity? Yes No

**Plan for improvement:**

### Examples



**V-tech toddler laptops with animation on screens**



**Using materials with laptop/computers**



**Use of TV/White Board/Computer**

### 14 ITERS

. Harms, T., Cryer, D., Clifford, R., & Yazejian, Y. (2017). *Infant/toddler environment rating scale (third edition)*. New York, NY: Teacher's College Press.

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### Promoting acceptance of diversity

- At least 10 total examples including books, pictures and other materials that represent the following categories of diversity: **race** (skin tones/facial features), **culture** (must include a contrast between two dress-up materials, language in books, a contrast between two cultural foods), **ages** (materials of people of varying ages), **abilities** (people with disabilities, glasses, etc.) and **gender roles** (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 **three different races** through skin tones or facial features
- Pictures of differing gender roles can include men and women engaged in sports, construction, military service, or in nurturing activities.
- Pictures should be easily observable to children.
- Staff should be observed to engage in diverse learning activities (sing songs in more than one language use music from varying cultures, read multicultural books, use sign language for some words)
- All children are on individual schedules and recognized for their individuality

Are staff engaged in promoting diversity in learning activities. Yes No

Do staff recognize and support children for their own individuality (routines should not be completed in groups for infants – diapered, eating, and sleep should all be individualized)? Yes No

Do staff promote diversity in learning activities they do with children (examples: sing songs in more than one language, use music from varying cultures, read multicultural books, use sign language for some words (more than 1 or 2 words must be signed)? Yes No

	Books	Pictures	Other Materials
<b>Races</b>			
<b>Cultures</b>			
<b>Ages</b>			
<b>Abilities</b>			
<b>Gender</b>			

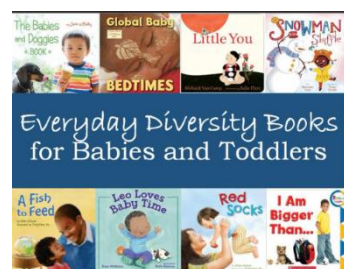
Are dolls of 3 various races (skin tones/facial features accessible? Yes No

**Plan for improvement:**

### Examples



Diversity in puzzles



Age-appropriate books showing diversity in a positive way



Dolls and puppets showing positive diversity



Play foods showing diverse cultures

15 ITERS

. Harms, T., Cryer, D., Clifford, R., & Yazejian, Y. (2017). *Infant/toddler environment rating scale (third edition)*. New York, NY: Teacher's College Press.

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## Gross Motor

- Indoor space is accessible and allows children to move freely.
- There is easily accessible **outdoor** space for toddlers (**Ones and Twos**) to use **daily for 30 minutes**, and infants to use for an appropriate length of time.
- There are enough appropriate gross motor materials and equipment accessible (both stationary and portable) for number of children allowed without undue waiting.
- Gross motor materials/equipment stimulates a variety of DAP large-muscle skills (e.g., reaching, kicking, crawling, pushing, walking, balancing, climbing, ball play)
- Outdoor space has 2 or more types of surfaces (e.g. grass, outdoor carpet, rubber cushioned surface, decking, mulch)
- The space should be large enough for children to play outside of fall zones.
- Gross motor space should have no major hazards present.
- Use of the CPSC Playground Guidelines should be used by staff prior to children's use of the playground space, equipment, and/or materials.
- Non-mobile infants who are unable to sit unsupported should have some gross motor materials accessible (e.g., cradle gym, grasping toys to reach for and shake, balls)
- Mobile children should have access to ramps (for crawling), riding toys w/o pedals, large push/pull wheeled toys, balls, beanbags, age-appropriate climbing equipment, slide, cushions or rugs for tumbling, tunnels, large cardboard boxes, low balance beam, and small tricycles for TWOS.

Gross motor space is appropriate for the number of children using it at one time:  
Yes No

Gross motor equipment has no major hazards present: (appropriate surfacing, appropriate fall zone, appropriate spacing from other equipment): Yes No

Use of the CPSC Playground Guidelines is used by staff to assess the appropriateness of the space, materials, and equipment: Yes No

Non-mobile infants have some gross motor materials accessible (e.g., cradle gym)

Non-mobile infants can move freely while inside and/or outdoors to the extent of their ability? Yes No

Age-appropriate climbing equipment:

Age-appropriate riding or push/pull toys:

Age-appropriate wheeled toys with and without pedals:

**Plan for improvement:**

## Examples

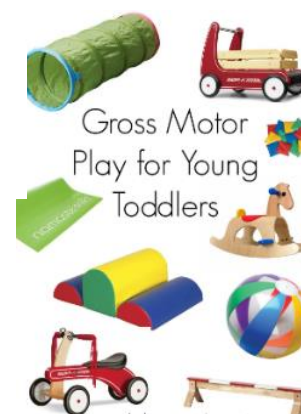


Crib gym for infants



Infant/toddler climbing materials

Riding, crawling, climbing, pushing with arms or legs and/or ball play



Gross Motor Play for Young Toddlers



Grasping toys for infants

## 16 ITERS

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Cryer, D., Riley, C., Link, T., & McCullough, V. (2022). All About the ITES-3. Lewisville, NC: Gryphon House Inc.