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 throughplay.Ensuringyour classroom iswell-stocked with therecommended accessibletoysand materials will help keep thechildrenengagedinplay,increase appropriate behaviors, andpromotesuccessin school.
The recommendedmaterialsneedtobeingoodrepair,organizedandeasilyaccessibletothechildrenanytimetheyarenotinvolvedinroutine care.Pleasenotetheexamplesarenotallinclusive.
Staff will review the left-handcolumnand thencompletethe right-hand column based ontheir classroom. Write specificplans to improve your classroom.

When using the ITERS-3, **access of materials to childrendiffers 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.

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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Materials/Items Needed	Notes/Observations
Routine care, play, and learning • 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 supports self-help (steps at sink/diaper table, low, sturdy tables, and shelves) • Furniture suitable for individual care and for the age of the children (highchairs for infants, tables, and chairs for Ones & Twos) • Open shelves for storage of toys and materials • Adult seating for routine care • Specifically designed furniture for older toddlers (tiered bookshelf, dramatic play furniture, sand/water table, or easel) • Soft furnishings in several areas of the room (rugs, carpet, pillows, soft chairs)	Storage of children's belongings: Seating for children: Furniture for routine care/play: Adult seating: Specifically designed furniture: Soft furnishings available: Plan for improvement:

Examples

Cozy Area

Low shelf

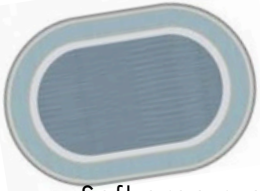
Crib

Low feeding chair

Adult routine care chair

Cubbies

Child-size seating



Soft area rug

Dramatic Play child-size Specifically designed furniture

Child-size tables and chairs

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3 ITERS-3

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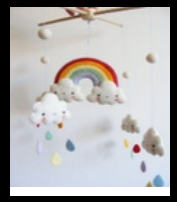
Toddlerscribbleart

Textures

Family tree – familiar



3-D mobiles and/or hanging objects/plants

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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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: races, ages (books with people of all ages-infant through senior adults), abilities (books that show people of differing abilities – sign language, glasses, hearing aids, using wheelchairs, etc.) cultures, and gender roles (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

[redacted]

Toddler comfortable seating

Infant comfortable book area

5 ITERS

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

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Simple toddler puzzles

Stacking

Duplo's for toddlers

6 ITERS

· Harms,T.,Cryer,D.,Clifford,R.,&Yazejian,Y.(2017).Infant/toddlerenvironmentratingscale (third edition). New York, NY: Teacher's College Press.
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Washable paints

Collage tissue paper

Playdough

Bingo dabbers

Chunky chalk

7 ITERS

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

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Infantmusicinstruments

Toddler music instruments

Toddlermusicinstruments

Infant music toys

· Harms,T.,Cryer,D.,Clifford,R.,&Yazejian,Y.(2017).Infant/toddlerenvironmentratingscale (third edition). New York, NY: Teacher's College Press.
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fants and

Rubber blocks

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Dramatic play For Infants (under 12 months old): • Plenty of materials represent what children typically experience in their lives (household routines, work, and transportation) • 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 For Toddlers and Twos (12 months or older): • At least two (2) examples from each of the following categories:, soft animals, pots and pans, toy telephones, dress-up clothes (purses, hats, clothes, shoes, etc.), child-size play furniture (sink, stove, vacuum, shopping cart, table and chairs, etc.), play foods, dishes/eating utensils, doll furniture (doll clothes, doll bed, stroller, etc.), and small buildings with accessories (barn with animals, etc.) • A dramatic play Interest Center is accessible to Ones and Twos • Staff frequently join in children's play, adding appropriate language. • Dramatic play materials are provided outdoors for Toddlers and Twos outdoors or in another large area (indoor active play area)? For Infants, Toddlers and Twos: • 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). • Dolls with three(3) different skin tones/facial features are accessible • At least two (2) soft animals are accessible	Infants and Toddlers and Twos: Dolls: (required) Soft animals: (required) Pots and pans: Toy telephones: Small people: (may be in blocks) Toy foods: Toy animals: (may be in blocks) Toy vehicles: (may be in blocks) Hats and/or purses: Toddlers and Twos Simple dress-up clothes: Child-size play furniture: Play foods: Cooking/eating equipment: Doll furniture: Small buildings with accessories: Do staff name some objects children experience in their dramatic play? Yes No Do staff sometimes interact positively with children as they engage in dramatic play? Yes No Do staff frequently join in the children's play, adding appropriate language? Yes No Plan for improvement:

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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/toddlerenvironmentratingscale (third edition). New York, NY: Teacher's College Press.
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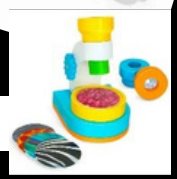

Simple experiment tools and toys

Books, factual and real animal photos

Realistic play animals

. Harms,T.,Cryer,D.,Clifford,R.,&Yazejian,Y.(2017).Infant/toddlerenvironmentratingscale (third edition). New York, NY: Teacher's College Press.
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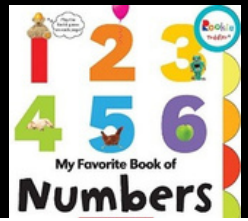
Number train

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/toddlerenvironmentratingscale (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

. Harms,T.,Cryer,D.,Clifford,R.,&Yazejian,Y.(2017).Infant/toddlerenvironmentratingscale (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 contrastbetweentwo culturalfoods), 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

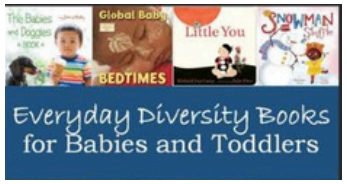
	Books	Pictures	Other Materials
Races			
Cultures			
Ages			
Abilities			
Gender			

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

Plan for improvement:

Examples

Diversityinpuzzles



Age-appropriate books showing diversity in a positive way

Dolls and puppets showing positive diversity

Play foods showing diverse cultures

. Harms,T.,Cryer,D.,Clifford,R.,&Yazejian,Y.(2017).Infant/toddlerenvironmentratingscale (third edition). New York, NY: Teacher's College Press.
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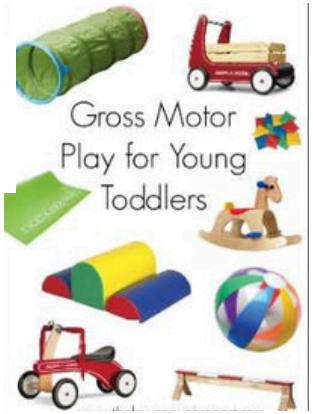
Gross Motor	
• Indoor space is accessible and allows children to move freely. • There is easily accessible outdoor space for toddlers (Ones and Twos) to use daily for 30 minutes, and infants to use for an appropriate length of time. • There are enough appropriate gross motor materials and equipment accessible (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



Grasping toys for infants

16 ITERS
. Harms,T.,Cryer,D.,Clifford,R.,&Yazejian,Y.(2017).Infant/toddlerenvironmentratingscale (third edition). New York, NY: Teacher's College Press.
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