

## Additional Notes for Clarification of the ECERS-R

*These notes were developed by Thelma Harms and Debby Cryer to improve the interrater agreements among North Carolina Rated License Assessors. These notes do not change any of the requirements in the printed scales, they merely add additional information to help in accurate scoring.*

*In 2003, a comprehensive resource for interpreting the ECERS-R, entitled “All About the ECERS-R”, was published by PACT Press, a division of Kaplan Early Learning Co. “All About the ECERS-R”, co-authored by Debby Cryer, Thelma Harms, & Cathy Riley, explains each indicator in detail and is illustrated with over 700 full color photos. These new Additional Notes for the ECERS-R have been reorganized to some extent and incorporate material from “All About the ECERS-R”.*

**Be sure to replace older notes with newer notes.**

**Most recent changes are in blue:**

1/05/04: [General Notes and items 1-32, 35-37, 39, 40, 41, 43](#)

8/18/03: General Notes and items 8, 10, 13, 21, 25, 34, 35

3/7/03: General Notes and items 7, 8, 27

11/6/02: Items #13, 24, 25

8/12/02: General Notes and items 2, 7, 8, 12, 15, 20, 22, 24, 25, 26, 28, 31

4/16/02: General Notes and items 2, 3, 10, 23, 31, 34

1/25/02: General Notes and items 1, 3, 13, 14, 21, 23, 24, 27, 28, 31, 34

10/19/01: Items # 1, 6, 22, 24, 27

7/18/01: Item # 16

7/12/01: Items # 2, 6, 15, 16, 18, 21, 26, 28, 37

3/12/01: General Notes and items #1, 4, 7, 10, 11, 14, 20, 21, 22, 23

11/20/00: Items # 8 and 24

11/10/00: "General Notes" and items #1, 2, 6, 8, 10, 12, 13, 14, 15, 22, 24, 25 and 28

8/25/00: Item #3

7/25/00: Items #3 and #18

**General Notes for ECERS-R:** This note pertains to Items 15, Books and pictures, 19, Fine motor, 20, Art, 21, Music, 22, Blocks, 24, Dramatic play, 25, Nature/science, and 26, Math/number: For materials to be counted as accessible to children at the minimal (3) level, children must be able to reach and use the materials for a period of 1 hour a day in a program of 8 hours or more. The 1 hour can be provided at one time or as a combination of several periods throughout the day. This does not mean that each child must have a full hour to use the materials. However, it is required that children have a reasonable chance to use the materials at some time if they wish. Less time is required for programs operating less than 8 hours a day, with the amount of time calculated proportionally, based on the ratio of 1 hour for programs of 8 hours or more. For example, if a program operated for 6 hours a day, this would be 3/4 of a full-day program, so the time required would be 3/4 of the 1 hour. [Use this chart to determine the approximate amount of time needed in programs operating less than 8 hours. For the one exception to this rule, see Item 8, Gross Motor Equipment, Indicator 3.1.](#)

Number of hours in operation	2 hrs.	3hrs.	4hrs.	5hrs.	6hrs.	7hrs.
Approximate minutes required for accessibility	15	25	30	40	45	50

In calculating whether materials or activities are accessible for a *substantial portion of the day*, be sure to ask the teacher questions that give you a reasonable estimate of what happens during the times not observed. Calculate substantial part of the day based on what is observed, plus what the teacher says is usually done during the rest of the time. In piecing together accessibility of materials in various classrooms or areas to give credit for substantial portion of the day (e.g., outdoors/indoors), the requirements for materials in 5.1 must be met, unless exceptions are specified in notes on individual items. [For further information on calculating the substantial portion of the day see “All About the ECERS-R”, pp. XVIII and XIX.](#)

Item

Note

<p>1. Indoor Space</p>	<p><b>1.1, 1.2, 3.1 &amp; 3.2</b> Base score of this item only on the observed functioning of the space in the room used by the group most of the day. Insufficient space means not enough space. Score “yes” only if room is extremely crowded. Sufficient space means enough space to function adequately. Do not give credit for 3.1 if adequate space is due to lack of basic furnishings and equipment. If a classroom is <i>terribly noisy</i>, so that conversations are difficult and noise levels are obviously uncomfortable for classroom users, then do not give credit for adequate sound-absorbing materials, even if a number of such materials are present (rugs, ceiling tiles). If noise typically is not at a comfortable level, for whatever reason, the sound absorbing materials are not effective enough. This is true even if the noise is not actually coming from within the classroom being observed.</p> <p><b>1.3</b> Poor repair means that there are major repair problems that present health and/or safety risks.</p> <p><b>5.1</b> To assess whether indoor space is "ample", consider the various activity areas as well as routine care areas. For example, look to see if the block or housekeeping areas allow plenty of free movement for children to play, as well as for storage and use of the materials and equipment needed in the area. Do not give credit for ample space if 2 activity areas are crowded, even if there is ample space for routines.</p> <p><b>5.3</b> To give credit for this indicator, the classroom and the bathroom (including toilet stalls) must be accessible to individuals with disabilities. Doorways must be 32 inches wide. The door handles must be operable with limited use of hands. The entrance door threshold should be 1/2" high or less and, if over 1/4", must be beveled to make it easier to roll over. However, access to the various play areas in the room is considered under item 4, "Room arrangement", and not in this item. Adaptations to toilets (Ex., bars to help with stability) are considered in Item 2, indicators 3.3 &amp; 5.3. If there are 2 or more bathrooms used by the children in the classroom, only one of them must be accessible. Accessibility to the building itself, and to the floor where the classroom is located, is also considered under this indicator. The definition of <i>accessible</i> should be based on the information in this note, with no additional requirements.</p>
<p>2. Furniture</p>	<p>Remember to consider furnishings for play and not just routine care furnishings when scoring all indicators in this item.</p> <p><b>1.1</b> Insufficient basic furniture means not enough or an insufficient number of pieces of the basic furniture needed for routines, play and learning listed in the notes for clarification. If most of the toys are stored in crates or toy boxes and there are very few open shelves, a score of “Yes” is appropriate.</p> <p><b>3.2</b> Sturdiness is a property of the furniture itself (i.e., will not break, fall over or collapse when used). If sturdy furniture is placed so that it can be easily knocked over, this is a problem with safety, not the sturdiness of the furniture.</p> <p><b>5.1</b> This indicator only addresses tables and chairs for children. If cubbies or other furnishings present problems due to size, consider this under 7.1. Children's feet should be able to touch the floor (not necessarily flat on the floor) while seated (but children should not have to perch on edge of chair to touch floor. Children also need to be able to rest their elbows on the table and fit their knees comfortably under the table . Rate here also if chairs and/or tables are too small for the children. Check child-sized several times during observation, including when all children are seated together, such as at lunch.) If 75% of children are able to use child-sized tables and chairs, give credit for this indicator.</p> <p><b>5.2</b> Don't be overly perfectionistic when scoring this indicator. If there is only a very minor problem that does not create a likely safety hazard, then give credit for this indicator. For example, if a chair or table is slightly wobbly but will not collapse or cause falls, or if a</p>

	<p>vinyl covered couch is slightly worn but foam is not exposed, then do not count off for these small things, unless there are a substantial number of small problems.</p> <p><b>7.1</b> Cubbies for storage of children's possessions must be in the classroom to be considered convenient, because of difficulties with supervision.</p> <p><b>7.2</b> In order to give credit, it is not necessary to see the furnishing being used, but it must be obvious that it is used for the appropriate activity and not, for example, only for storage. If unsure, ask staff how and when furnishing is used.</p>
<p>3. Furnishings for relaxation and comfort</p>	<p><b>1.2</b> Examples of soft toys include cloth puppets (even if they have hard heads or hands), dolls that are completely soft or that have soft bodies, and soft toy animals of all sizes, from those that can be held in one hand to large animals children can sit or lie on.</p> <p><b>3.1</b> <i>Some soft furnishings</i> means that there are at least two soft furnishings in the room being observed that the children may use in play.</p> <p><b>3.2</b> <i>Some soft toys accessible</i> means at least three soft toys are accessible to children.</p> <p><b>5.1</b> The cozy area must provide a substantial amount of softness for the children. This means that the cozy furnishings must allow a child to completely escape the normal hardness of the typical early childhood classroom. One <i>small</i> thing, in itself, does not create a cozy area. For example, a small padded chair, small child-sized beanbag chair, a few small stuffed animals, or a carpeted corner, are not enough. However, credit could be given for a combination of such furnishings, and large furnishings, such as a mattress, couch, or adult-sized bean bag chair might be given credit if they provided the required substantial amount of softness.</p> <p><b>5.1 &amp; 5.2</b> If there are 2 or more cozy areas, each area does not need to meet the requirements of these indicators. However, there must always be one area, providing a substantial amount of softness where children can depend on being able to relax, that is <i>not</i> used for active physical play. It must be obvious that a child who wants to use a cozy area will not be constantly interrupted by other actively playing children. A combination of all areas can be used to judge whether a cozy area is accessible for a substantial portion of the day.</p> <p><b>5.2</b> The cozy area may be used for short periods as a group space (e.g., for dancing or circle time) but it should be protected from active play for most of the day. It should be away from active play equipment and have (through placement or a barrier) protection from active children. It should not be located where there is a lot of traffic. Staff should be diligent to ensure that active children do not interfere with a child in the cozy area by jumping on or running into the child who is relaxing.</p> <p><b>5.2</b> The cozy area may be used for short periods as a group space (e.g., for dancing or circle time) but it should be protected from active play for most of the day. It should be away from active play equipment and have (through placement or a barrier) protection from active children. It should not be located where there is a lot of traffic. Staff should be diligent to ensure that active children do not interfere with a child in the cozy area by jumping on or running into the child who is relaxing.</p> <p><b>5.3</b> Look especially to see that there are no tears in the covers of beanbag chairs, cushions, and couches that expose the padding or stuff. <i>Most soft furnishings</i> means almost all, with only one or two minor exceptions.</p>

	<p><b>7.1</b> Give credit only for additional soft furnishings that can be used during play. If there is carpet under tables that cannot be used to sit or play on, it cannot be given credit for soft furnishings.</p> <p><b>7.2</b> <i>Many</i> means enough <i>soft toys</i> so that children do not have to compete over them: for 2's &amp; 3's at least 2 soft toys for each child; 4's &amp; K's at least 10 toys or, if more than 20 children are allowed to attend at one time, enough for half the group size allowed.</p>
4. Room arrangement	<p><b>1.2</b> Do not score 1 unless area is very difficult to supervise. Take ages of children into consideration when deciding on a score.</p> <p><b>3.3</b> Look to see that there is space enough for at least three different types of activities to go on at the same time for some period of the day.</p> <p><b>5.2</b> Look for a separation in physical space, actual distance between active or noisy centers and the more quiet centers. A barrier, such as open shelves, does not sufficiently cut down on noise. <b>To give credit, <u>all</u> quiet areas must be separated from noisy areas.</b></p> <p><b>7.2</b> To get credit for this indicator, <i>almost</i> all materials in all centers must be organized for independent use. Labels are not required in all areas. Other examples that apply are: shelves not overcrowded, see-through or labeled containers used to store toys, materials such as puzzles and games easy to take off shelves, sets of materials in bins when needed, containers with tops easily opened by children.</p>
5. Space for privacy	<p>For a definition of space for privacy see <a href="#">All About the ECERS-R</a>, pp. 35, 39, 40.</p> <p><b>3.2</b> All spaces used for privacy must be easily supervised by staff.</p> <p><b>5.1</b> Staff must enforce the protection rule, if needed, in order to be given credit for this indicator.</p> <p><b>5.2</b> This indicator applies only to the space "set aside" for privacy in 5.1. If credit is not given for 5.1, then credit cannot be given for 5.2.</p>
6. Child related display	<p><b>1.2</b> Materials must be meaningful to the children to be considered appropriate.</p> <p><b>3.1</b> Consider only the display in the room(s) where children spend the majority of the time. <b>Score "Yes" if 75% of display is appropriate for the children, and none is violent or prejudicial.</b></p> <p><b>3.2</b> <i>Some</i> means that at least two pieces of children's work are displayed and can be easily seen by children.</p> <p><b>5.1</b> <i>Much of the display</i> means about 30% of the materials displayed. The first part of this indicator requires that a relationship exist between what is displayed and the activities that the current group of children is experiencing. It also requires that the children themselves be represented in the display. So, for instance, if the group is talking about the season of the year, a science project they are doing, or an upcoming field trip, these things should be represented in the display. The intent here is for the teacher to use the display for children as a teaching tool that changes as topics of interest change, and that adds more information to the children's experiences. Ask if any of the display relates to topics of interest covered within the last month. Also look to see if there are photos of the children in the group on display, or self-portraits, or a height-chart with names. Photos of the children are not required, but the display should relate to the children in the group (e.g., stories dictated by</p>

	<p>children, charts done with children's input).</p> <p><b>5.2</b> Base score on overall impression of whether children's art is well represented in the display. Consider what you feel when you have looked around the room from various areas. Counting number of pieces of artwork is not necessary. If 50/50, or too close to tell, give credit for most of the display done by children. If a detailed search is needed to find the children's work, then do not give credit.</p> <p><b>7.1</b> Score "Yes" if more than 50% of children's displayed work is individualized. (See <a href="#">All About the ECERS-R pp. 51, 52 &amp; 53</a> for further definition of individualized.)</p> <p><b>7.2</b> Three-dimensional work must have height, width and depth. The children must be able to build up and out as they make "junk", styrofoam or wood sculptures, or use clay or play-dough (but not as in using cookie cutters with play-dough). Gluing things to a flat surface (as in gluing material scraps or styrofoam "peanuts" to a flat piece of paper or cardboard) is not counted as 3-D.</p>
<p>7. Space for gross motor</p>	<p>All spaces regularly used for gross motor activities should be considered in scoring this item.</p> <p>The second note (indicated with a cross) in the ECERS-R text should read: Although no gross motor area that challenges children can ever be completely safe, the intent of this indicator is that major causes of serious injury are minimized, such as <i>injury from falls onto inadequate cushioning surfaces, or entrapment, pinching of body parts, and protrusions from non-gross motor equipment that is in the space.</i></p> <p><b>1.2 &amp; 3.2</b> Although an original note printed in the ECERS-R, implies that safety of gross motor equipment is included in this item, safety of the equipment is covered in item 8, Gross motor equipment. Issues related to safety of the space, (not the gross motor equipment) is considered in this item. Fall zones, with required cushioning surfaces are considered part of the space (not equipment), and thus considered here. Height and velocity should be considered when determining whether a fall zone with cushioning surface is needed. Anything permitted by the staff to be used for stimulating active play that could lead to a fall with serious consequences must have an adequate fall zone. Note that the requirements for verifying the resilience of materials not covered in the chart on the Playground Information Sheet (such as poured or installed foam or rubber surfaces) is as follows: the child care provider must provide written proof of meeting ASTM 1292 requirements for the material used under equipment. Although the CPSC Guidelines for cushioning surfaces and fall zones apply only to anchored equipment, for purposes of scoring, similar standards should be applied to anything used for gross motor play, in which falls onto inadequate cushioning surfaces can occur. (See <a href="#">All About the ECERS-R pp. 57-67</a> for further information.)</p> <p>Any <i>non-gross motor equipment</i> that is in the space (such as fences, storage sheds, air conditioning units, dramatic play structures, benches, picnic tables, water areas) must also be assessed in this item, for safety problems they might pose, such as protrusions on low fences, obstructions in a trike path, accessibility to dangerous objects...</p> <p><b>3.1</b> <i>Some space</i> means that indoor and/or outdoor space is used for gross motor play by the children in the group for at least 1 hour each day in a program operating 4 or more hours per day. In programs operating less than 4 hours per day, at least ½ hour is required.</p> <p><b>3.2</b> A space can be considered generally safe even if it cannot be easily supervised. The ability to supervise space is not considered in this item. Note that the requirements for verifying the resilience of materials not covered in the chart on the Playground Information Sheet (such as poured or installed foam or rubber surfaces) is as follows: the child care provider must provide written proof of meeting ASTM 1292 requirements for the material used under equipment. Consider all spaces used at any time for gross motor play including hallways, covered patios, parking lots, etc.</p> <p><b>5.1</b> Classroom space or hallways can count as "some indoor space". but only if the space is</p>

	<p>reasonably large and open (through moving furniture, if necessary). In some areas, where the climate is never extreme for long periods and a covered outdoor area can be used year-round, this can also count as some indoor space.</p> <p><b>5.3</b> To score this indicator, observe to see that the various activities in the gross motor space do not interfere with each other (for example, that children are not in great danger of tripping over toys as they run across the space, that children coming down a slide will not run into anything, or that wheel toys do not usually go through areas of other types of play and “run people down”).</p> <p><b>7.1</b> At least one hard and one soft play surface must be accessible daily outdoors.</p> <p><b>7.2</b> Only one example of protection from the elements must be observed to give credit for 7.2. But the protection observed must match the most prevalent adverse conditions caused by the elements in the local area.</p> <p><b>7.3</b> To give credit for 7.3, at least two convenient features must be observed.</p>
<p>8. Gross motor equipment</p>	<p><i>Gross motor equipment</i> includes <i>anything</i> provided for or regularly permitted by the staff to be used for stimulating gross motor activity. This includes manufactured, custom-made and/or natural objects used for climbing, sliding, balancing or other gross motor activity. It does not include objects meant to be used for other purposes, such as benches to sit on, shade trees or shelves children are not supposed to climb.</p> <p><b>1.3, 3.2 &amp; 3.3</b> The safety of gross motor equipment is handled in this item, in terms of appropriateness and condition. Safety of fall zones, with cushioning surfaces, and all other hazards present in the space, are handled in item 7, Space for gross motor play.</p> <p><b>3.1</b> This note clarifies the requirement in the original note for this indicator. Programs operating for at least 8 hours/day must have at least 1 hour of access to gross motor equipment daily. Less time is required for programs operating less than 8 hours a day, with the amount of time calculated proportionally, based on the ratio of 1 hour for programs of 8 hours or more. <i>See chart provided in General Notes to determine approximate amount of time required for part-day programs. Some means that all children can have access to equipment, during the gross motor time.</i></p> <p><b>3.3</b> In a mixed-aged group, appropriate equipment must be available for the different abilities represented. Consider especially the appropriateness of the stationary equipment such as climbers, since they are permanent installations and always accessible. <i>Most means 75% of the stationary equipment is suitable for the age and ability of the children being observed.</i></p> <p><b>5.1</b> <i>Enough</i> means that children have interesting options for gross motor play and do not have to wait long periods of time to use the equipment they <i>choose</i> to use. Consider both portable and stationary equipment.</p> <p><b>5.2</b> To meet the requirement for a "variety of skills," there should be 7-9 different skills that are obviously developed through the equipment children can use. Generally 1 piece of equipment will not provide this variety, but in the case of a very complex climber the indicator might be true. Other examples of skills, besides those listed in the example, might include pulling/pushing, hanging by arms, swinging, jumping, hopping, using a jump rope, operating a hula hoop, tossing things into containers, catching, throwing, kicking, etc. Observe to see how many skills the equipment encourages. List them. Consider both portable and stationary equipment.</p>



	<p><b>7.1</b> Portable equipment means that the portability is part of the play potential for children (e.g., wheel toys, balls, jump ropes, hula hoops, roller skates, bats, tennis rackets). Equipment that children cannot or do not move as part of play is considered stationary, even though it may not be anchored, and therefore can be moved by adults.</p> <p><b>7.2</b> Consider ages of children and what challenges them to determine whether equipment stimulates skills on different levels.</p>
9. Greeting/ departing	<p><b>1.1</b> Score “Yes” when children are usually (75% of the time) <i>not</i> acknowledged by staff, either verbally or non-verbally, either positively or neutrally, upon entering the classroom, or very soon after their arrival (within 1-2 minutes).</p> <p><b>3.1</b> <i>Most</i> requires that at least 75% of the children are greeted warmly, and any new staff member greets the children as well.</p> <p><b>5.1</b> Observe greeting very carefully to see if each child is actually greeted, and that the greeting is personal and positive (e.g. caregiver makes eye contact and smiles, uses child’s real name or nickname, says something to child or asks something). <a href="#">For suggestions on accurately assessing greeting and departing see All About the ECERS-R pp. 80-85.</a></p> <p><b>5.3</b> To give credit, each parent does not have to be <i>greeted warmly</i> during the observation, but it must be obvious that, in general (approximately 75% of the time), parents are treated in this way.</p>
10. Meals/ snacks	<p><b>1.2 &amp; 3.2</b> For NC assessors, the intent of this indicator is to determine whether the correct components of a meal or snack are being served to the children. No analysis of the nutritional value of foods served is necessary. <a href="#">Use the USDA Meal Guidelines – ages 1-12, in All About the ECERS-R p.91, to determine whether the components are present.</a> Personal dietary preferences of the assessor (e.g., whole grain vs. white breads; fresh vs. canned vegetables; high vs. low sugar or fat content, etc.) are not to be used in determining the quality of the foods served. As long as the required nutritionally adequate meals and snacks are served, within the acceptable timeframe (e.g., program less than or equal to 4 hours=1 meal or snack required; 4-6 hours=1 meal; 6-12 hours=2 meals and 1 snack or 2 snacks and 1 meal; more than 12 hours=2 snacks and 2 meals) credit can be given for 3.2. Any supplementary foods served in addition to the required meals/snacks do not have to meet the required components.</p> <p><b>1.3</b> In the case where snack time is flexible and children come and go throughout a period of time, the same sanitary conditions are required (i.e., table sanitized between children using same places, children’s hands washed, etc.). If children finger feed themselves during meals, then children should have hands washed after eating.</p> <p><b>3.5</b> A food/beverage substitution made in case of allergies must meet the primary meal/snack nutrient contribution of the food/beverage it replaces. For example, in the case of milk, the substitute beverage needs to be equal in calcium and protein. Therefore, water, juice, or calcium-enriched juice is not a milk substitute since it does not replace the protein, but a vegetarian milk, such as soy milk, is. To get additional information about whether substitutes can be credited, ask staff, "How are substitutes made for foods/beverages children cannot eat?"</p> <p><b>5.1</b> <i>Most</i> requires that it is <i>more likely</i> for staff to be sitting with the children during meals and group snacks than not.</p>
11. Nap/rest	<p><b>3.2</b> "Not crowded" means the cots/mats are at least 18 inches apart, unless separated by a solid barrier. <a href="#">Children's bedding must be stored separately, so that personal items are not touching one another. mats/cots must be covered with material that makes them easy to</a></p>

	<p>wash and sanitize.</p> <p><b>7.2</b> Credit can be given when children can be happily occupied by reading a book or playing quietly while on their cots.</p>
<p>12. Toileting/ diapering</p>	<p>For proper sanitary diaper change procedure, see <a href="#">All About the ECERS-R</a>, p. 113.</p> <p><b>1.1 &amp; 3.1</b> If the same sink is used by either children or adults for both diapering/toileting and food-related routines (including toothbrushing) or other purposes (to wash toys/other classroom equipment; after wiping nose), it must be sanitized by spraying sink and faucets with a bleach solution after diapering/toileting use. See <a href="#">All About the ECERS-R for additional information</a>, pp. 111-114.</p> <p>As an exception to this rule, in order to avoid requiring children to wash hands in quick succession between toileting and being fed, the following applies: If children use toilet, wash hands and then immediately sit down for meal/snack, contamination of children's hands at toileting sink must be minimized by having children/adults turn off faucet with paper towel. <b>Score 1.1 "No"</b> if no major problems are observed, or only two or three minor problems.</p> <p><b>3.1</b> Score "Yes" when no major problems are observed or only one minor problem is observed.</p> <p><b>3.3</b> 75% of children's hands washed and 75 % of adults hands washed.</p> <p><b>3.5</b> Adequate supervision means that teachers check to be sure that toilet sanitary conditions are maintained (ex. toilets flushed, toilet paper/towels and soap provided) and ensure that children complete toileting procedures properly (ex., wipe properly, wash hands, avoid inappropriate behaviors).</p> <p><b>7.1</b> To be considered child-sized, toilets and sinks must be usable, with no adaptations (e.g., steps), by at least 75% of children in group.</p>
<p>13. Health practices</p>	<p><a href="#">This item does not handle sanitation procedures required for Toileting/diapering, Meals/snacks and Nap/rest, which are handled in the respective items.</a></p> <p><b>3.1</b> Be sure to read the note on this indicator. This item does not consider hand washing related to toileting or meals. There are 4 categories of handwashing that must be tracked to score this indicator. These 4 categories are: 1) Upon arrival into classroom, and re-entering classroom after being outside, 2) Before water play or after messy play, 3) After dealing with bodily fluids or making significant skin contact, and 4) After touching contaminated surfaces, such as trash cans. To score, observers should be aware of times that handwashing is carried out when needed. This means that the observer should watch (and listen). For example, observers should listen for coughing or sneezing by the children and staff, or watch for noses that need wiping to see that the proper handwashing is carried out. Notes should be taken on the score sheet to indicate when handwashing has been carried out properly as needed, and when it has been ignored. See <a href="#">All About the ECERS-R for sample tracking system p. 125</a>. The 75% of required handwashing must be calculated separately for staff and children, but the percent should be based on a the total handwashing in all categories. If either group washes hands less than 75% of the time when needed, score 3.1 "No."</p> <p><b>3.2</b> Examples for this indicator include: tissues available and used when necessary; same washcloth/towel not used for more than one child; soap available and used; toothbrushes stored to avoid contamination. "<i>Usually take action</i>" means 75% of the time. However, if there are any major problems, such as bodily fluid spills not cleaned up promptly or signs of</p>



	<p>animal contamination in children’s play spaces, score 3.2 “No”.</p> <p><b>3.4</b> If a substantial number of procedures are used to minimize spread of contagious diseases, give credit for this indicator. Not all examples in the indicator are required. A general question such as "Do you have any health requirements for children and staff?" usually elicits the information needed to score.</p> <p><b>7.2</b> If the "same sink" is used for both toothbrushing and toileting, without sanitizing, consider this under Item 12, "Toileting/diapering."</p>
<p>14. Safety practices</p>	<p><b>1.1</b> Score “Yes” when the observer can list two or more very serious hazards seen in indoor spaces used by the children or when more than five minor hazards (such as loose carpet edge, splinters on a shelf, or bleach-water solution stored within children’s reach) are listed. Bleach and water solution, used to sanitize surfaces, does not have to be locked, but must be stored out of reach of young children. It cannot be sprayed where it can be breathed in by children, for example, while children are seated around the table. Any electrical outlets or wires present where children are allowed to play must be safe (e.g. outlets covered, cords secure). When special safety outlets are used in a program, ask the teacher or director how they are operated to ensure child safety, and check to be sure operation rules are followed correctly. Flip covers on outdoor outlets are acceptable as safety caps as long as they are kept closed when not in use .</p> <p><b>1.2</b> Score “Yes” when the observer can list two or more very serious hazards seen in the outdoor spaces used by children or if six or more minor hazards (such as tree roots that are likely to cause tripping, shallow puddles, or sand on a sidewalk) are listed during the observation.</p> <p><b>1.3</b> If this is scored <i>Yes</i>, then it is likely that items 29 and 30 (Supervision items) will also receive scores of 1. Note that to score this indicator <i>Yes</i>, supervision must be inadequate both indoors <i>and</i> outdoors.</p> <p><b>3.1</b> There must be less than six minor hazards observed.</p> <p><b>5.2</b> To give credit, staff must be observed discussing or explaining safety rules.</p>
<p>15. Books and Pictures</p>	<p><b>1.1</b> Score “Yes” if fewer than five intact books are accessible to the children or if the accessible books can be used for less than one hour in a full-day program of 8 hours or more, appropriately prorated using the chart in the General Notes.</p> <p><b>1.2</b> Score “Yes” if children are not read to at least once a day, except under unusual circumstances.</p> <p><b>3.1</b> Some books accessible means that at least one book for half of the children allowed to attend at any time (eg. 10 books for a group of 20). To give credit, books must be accessible for at least one hour per day in a program of 8 hours or more, appropriately prorated in shorter programs (See chart in General Notes for required time).</p> <p><b>5.1</b> All accessible books do not have to be found in the book area. Be sure to look for them in other areas of the room. A "wide selection" means at least 20 books, but more might be required if there is a large group of children. <i>Approximately</i> 3-4 of each type but this rule is flexible and there might be more or less of any category. However, each type must be represented. See <a href="#">All About the ECERS-R pp. 150-152</a> for further information.</p> <p><b>5.2</b> To give credit, the materials must be accessible at least one hour daily in a full-day program, appropriately prorated for shorter programs. See chart in General Notes for required time.</p> <p><b>5.4</b> If there are any books accessible to children that show violence in a graphic or frightening way, or that glorify violence, then credit cannot be given for this indicator. Check only books and pictures that are accessible to the children. It is not necessary to check materials that are not obviously meant as books/pictures for children such as stacks of magazines for use in art or materials not meant for use with children that are stored in a</p>

	<p>teacher's space.</p> <p><b>5.5</b> Informal reading must be observed at least once to get credit for this indicator. For examples of informal reading see <a href="#">All About the ECERS-R</a>, pp. 154-155.</p> <p><b>7.2</b> Score "Yes" if 3 or more books relate to a theme studied during the past month. If themes are never changed, credit cannot be given.</p>
16. Encourage children to communicate	<p><b>1.2</b> Score "Yes" if almost no materials are accessible for children to use, or accessibility of the materials is limited to a very short time period of the day, so that children rarely have a chance to use materials.</p> <p><b>3.1</b> Activities used by staff to encourage children to communicate require that staff take action to draw communication from a child. During free play, for example, the teacher might ask the child to talk about what he/she is doing or making. During circle time, finger plays, songs, reciting nursery rhymes, or helping to tell a story would count towards meeting this indicator.</p> <p><b>3.2</b> To give credit, the materials must be accessible for at least one hour per day in a program of 8 hours or more. For programs operated less than 8 hours, see chart in General Notes to determine the approximate amount of time.</p> <p><b>3.3</b> Songs, poems, and/or chants, etc, with violent, sexually explicit or culturally biased content, are considered inappropriate. Score this indicator, "No" if observed in use.</p> <p><b>7.2</b> Do <i>not</i> give credit for picture word labels on shelves or labels posted on other objects in the room. Also, if staff only write children's names on their work, no credit is given for this indicator, even if staff read names back to the children. For examples of linking speaking to print, see <a href="#">All About the ECERS-R</a> pp. 165-167.</p>
17. Using language to develop reasoning skills	<p><b>3.1</b> <i>Staff sometimes talk about logical relationships</i> means that during the observation staff are observed making comments that relate to logical concepts at least twice.</p> <p><b>3.2</b> If at least two instances are observed during the observation, score "Yes".</p> <p><b>5.1</b> At least one instance must be observed.</p> <p><b>5.2</b> At least two instances must be observed.</p> <p><b>7.1</b> To give credit for 7.1, at least two examples must be observed, that are not related to children's use of play materials that encourage reasoning.</p> <p><b>7.2</b> At least two instances must be observed during the observation to give credit for this indicator.</p>
18. Informal use of language	<p><b>1.1</b> Score "Yes" if staff talk to children only to control their behavior and manage routines.</p> <p><b>5.2</b> In order to decide on a score for this indicator, consider the amount of language staff use to manage routines and control behavior in relationship to the amount of language used to exchange information and interact socially. If a far greater amount is used for information exchange and social discussion (about 75%) than for control and management, score "Yes".</p> <p><b>5.3</b> Observe to see if staff use many words in response to children's interests. When a child with restricted verbal ability points to something, if staff only name the object, do not give credit. Give credit, if in addition to the name, staff add more information, e.g., color and other properties of object. use. etc... Credit can be given if the staff initiates the topic and</p>

	<p>then adds to what the child says in response to the question. At least two instances of expansion must be observed during the observation.</p>
19. Fine motor	<p><b>1.2</b> <i>Generally in poor repair or incomplete</i> means 80% of materials cannot be used properly because pieces are missing, parts are broken or there are other problems.</p> <p><b>3.1</b> “Some of each type” means more than one example of each of the 4 types is accessible for 1 hr. in an 8 hour program, prorated appropriately in shorter programs (see General Notes for amount of time required). In order to be given credit for one example of a type, the material must be complete and in good enough condition to permit the activity for which it was designed. Therefore, crayons and paper to draw on is one example of an art material, a puzzle with all its pieces is one example of puzzles, a set of beads with strings is one example of manipulatives. For further details about the 4 types of fine motor materials see <a href="#">All About the ECERS-R</a>, pp. 189 &amp; 190.</p> <p><b>3.2</b> <i>Most</i> means 80% of fine motor materials.</p> <p><b>5.1</b> “Many” requires at least 3 examples of each type to be accessible for a substantial portion of the day. Many items representing each type do not all have to be accessible at the same time, however a combination of these materials need to be accessible for a substantial portion of the day to assure that children have a wide choice.</p> <p><b>7.2</b> To give credit, almost all shelves and/or containers must have labels that are meaningful to the children.</p>
20. Art	<p><b>1.1</b> <i>Rarely available</i> means activities with art materials are offered less than once a day, or if offered daily, all children do not have the opportunity to participate if they wish, or the time offered is too short to be satisfying to the children.</p> <p><b>1.1</b> <i>Some</i> means at least one usable art material that will allow children to complete artwork (eg., crayons with paper). To give credit, the materials must be accessible daily for at least 1 hour in an 8 hour program, prorated appropriately for shorter programs (see chart in General Notes).</p> <p><b>5.1</b> <i>Many and varied</i> requires that 3-5 different art materials be accessible from at least 4 of the categories for a substantial portion of the day, and drawing materials is required as 1 of the 4. All categories need not be accessible at the same time, as long as each is included for some time during the substantial portion of the day. For more information about the categories, see <a href="#">All About the ECERS-R</a>, p. 200. Food can not be counted as an art material.</p> <p><b>5.2</b> <i>Much individual expression</i> means that 85% of the time when art materials are used, children can do “free art” and are not required to follow an example. Observe to see whether children have access to the art materials and if they actually use them in their own creative way. You may also look at the art work displayed in the room. If you see many teacher directed projects displayed, and little individual work being done by the children during the observation, do not give credit for this indicator. If you are not sure, ask the teacher how often projects like those in the display are done. If projects that meet the requirements of 3.2 are used no more than once or twice a week, and you observe many instances of children using art materials in their own, creative way, you may give credit for this indicator, even if much of the work displayed is of the "project" variety. Additional questions such as, "How do you choose what to put on the bulletin board?" may also be helpful. For further discussion of individual expression requirements at the 3 and 5 levels, see <a href="#">All About the ECERS-R</a> pp. 201-204.</p>
21. Music/ movement	<p><b>3.1</b> <i>Some</i> means more than one example of music materials are accessible for at least 1 hour per day in an 8 hour program, prorated appropriately for shorter programs. See General</p>

	<p>Notes for time required in shorter program. The materials need not be accessible at the same time.</p> <p><b>5.1</b> To give credit for "many", there must be enough musical instruments for at least half of the children to use at once <i>plus</i> some music to listen to, such as a tape player with tapes or music on a computer program that has extensive musical content, e.g. complete songs, and/or passages of music. Do not give credit for very short musical sound patterns on the computer, as found in many computer games. Dance props must be accompanied by something that makes music such as a recorded music, child-created music, or adult created music. For a tape player to be considered accessible in a group of older children (majority of children are 4 years and older) children should be able to use the tapes independently, but in younger groups help may be needed from the teacher.</p> <p>To give credit, the <i>many</i> music materials must be <i>accessible</i> for at least 1 hour daily in programs operating 8 hours or more a day to give credit for this indicator. Less time is required for programs operating less than 8 hours a day, with the amount of time calculated proportionally, based on the ratio of 1 hour for programs of 8 hours or more. See General Notes for time required for shorter programs.</p> <p><b>5.2</b> <i>Various types of music</i> means at least three different types. See <a href="#">All About the ECERS-R</a> p. 216 for a list of types of music.</p>
22. Blocks	<p>Usually the block area will be in the classroom being observed. However, in a center where there is a block area that is outside the classroom (such as in a multi-purpose room or outdoors), that is accessible to the children on a regular basis, this should be considered when scoring this item. Interlocking blocks (whether large or small, indoors or outdoors) are not considered in this item.</p> <p><b>1.1</b> <i>Few blocks</i> means there are no blocks for children to use or fewer blocks than are needed for two children to each build a sizable structure.</p> <p><b>3.1</b> <i>Enough blocks</i> means there are sufficient blocks of a specific type that can be used together to make a sizable structure. Random collections of blocks with fewer than 10-20 of each type cannot be given credit because they are difficult to build with. To give credit, block accessories need to be within or near the block area so that it is obvious to the children that those materials are to be used with the blocks. If accessories are not stored near or with the blocks, it must be observed that children actually use the materials as block accessories. If not observed, then credit can not be given.</p> <p><b>5.1</b> This indicator requires enough blocks for 3 children to build sizable structures <i>independently</i>. Observe how the space is used. No specific square footage is required. If you don't observe children using this area then imagine how it would be used based on the size of the blocks/children. Also consider age and ability of children.</p> <p><b>5.3</b> The block area may include other types of small blocks rated under fine motor, Item 19, in addition to blocks, and still be given credit for being a special block area. Credit cannot be given if other materials, such as other fine motor toys, art materials, pretend play materials, carpentry tools, etc. are included with the blocks. However, if there are a few hardhats or small toy houses/buildings in the block area that do not take up space needed for block play or interfere with block construction, and the major materials in the area are blocks and accessories, credit can be given.</p> <p><b>5.4</b> All block areas considered in calculating accessibility for a substantial part of the day must meet requirements of 5.1-5.3 to be counted. The other block area may be outdoors or in another indoor space.</p> <p><b>7.2</b> When labeling block shelves, use of printed words only without the graphic representation of blocks is not given credit.</p>

<p>23. Sand/water</p>	<p>Wood chips can be considered a substitute for sand if the material can be used in the same way as sand - that is, easily poured or dug in - and if children would not get splinters when using the material.</p> <p><b>3.1</b> To give credit, access does not need to be provided on a daily basis, but should be a regular part of the program, for example, at least for ½ hour twice a week.</p> <p><b>3.2</b> Correct this indicator to read: Some sand/water toys accessible.</p> <p><b>5.2</b> For "variety," consider the <i>differences among the toys</i> that children can use. Variety is represented in toy characteristics, such as use, size, transparency level, shape, color, and these types of properties should be considered, but <i>use</i> of the toys is of prime important in making a scoring decision. If there are duplicates of one toy (e.g., many spoons), then the requirements for variety are not met. Variety in toys does not have to be provided all at one time-variety can be provided through regular rotation of toys. If teacher reports that toys are rotated, ask to see the other toys, and find out how they are rotated. If both sand and water are accessible, variety in toys must be provided for both, but the same toys can be used to meet the requirement.</p> <p><i>Number</i> of toys accessible for play is also considered when determining "variety". For example, when fewer children use the toys at one time, fewer toys are required for variety, as long as the toys can be used for different purposes. When more children must share, more toys of different types are needed.</p> <p><b>5.3</b> For programs of 4 hours or less, the requirement of 1 hour is changed to ½ hour. For shorter programs, see Time Chart in General Notes.</p> <p><b>7.1</b> Separate provisions for indoor use and outdoor use must be provided to give credit for this indicator. Giving credit can not depend on a teacher's moving one provision (e.g., a sand/water table) from indoors to outdoors every day. Because of the inconvenience for the teacher and the difficulty of changing the material in the one container to allow for the provision of <i>both</i> sand and water, dual use of one piece of equipment is unlikely to occur often.</p>
<p>24. Dramatic play</p>	<p>Dramatic play consists of pretending or make-believe, where children act out their own ideas about how things happen. Thus, activities used to teach children to follow specific sequences to properly complete household chores, such as table washing or silver polishing activities, are not counted to meet the requirements of this item. Children must be free to use the materials in their own way, as part of their own make-believe play, to get credit for this item.</p> <p><b>5.1</b> To give credit for this indicator, there must be many general dramatic play materials, including dress-up clothes for men and women. <i>Many general dramatic play materials means that three or more children can use the materials at one time, without undue competition, and the materials are plentiful enough to encourage more complex play.</i> However, many dress-up clothes are not required. The dress-up clothing listed in the original note in the scale is meant to provide examples, and should not be considered requirements for specific clothing. Hats, purses and shoes count as clothing. Because children are developing gender role identity during the preschool years, they require concrete examples of dress-ups that are associated with being men or women. Thus, 2-3 gender-specific examples of dress-up items are required, (such as ties, hard hats, or shoes to represent men's clothes; purses or flowery hats for women's). More generic clothing, such as sweatshirts or running shoes, can also be provided, but these do not count as gender-specific dress-ups.</p>

	<p><b>5.2</b> Consider materials both indoors and outdoors when calculating accessibility for a substantial portion of the day. Dress up clothes, required in 5.1, are not required for outdoor dramatic play because they might be dangerous. However, props outside must be complete enough to permit meaningful pretend play. For example, outdoor house must have furniture and other props, doll strollers must have dolls, kitchen furniture must have things to use with kitchen, such as utensils, pots/pans, child-sized riding cars should have a gas pump or things to transport, cars in the sandbox should have a garage or people, animals should have fences, a barn, rocking toys shaped like animals should have props to use with them, such as things to feed the animal, safe dress-ups to wear when riding them.</p> <p><b>5.3</b> Consider small toys that children can pretend with, both indoors and outdoors, when scoring this indicator (e.g., small dolls, trucks, animals, etc.). <a href="#">For further discussion about dramatic play themes see All About the ECERS-R pp. 239-241.</a></p> <p><b>5.4</b> Organized storage means that materials of the same type (e.g., dolls, dress-ups, cooking props, food props, etc.) are generally stored together (e.g., in containers or in furniture). Storage does not have to be perfectly neat.</p> <p><b>7.2</b> Consider dolls of different races, cultures, ages, and abilities as props for this indicator, as well as dress-up clothes, play foods and cooking utensils representing different cultures.</p>
<p>25. Nature/science</p>	<p>The term "collections of natural objects" requires that there are groups of similar objects that can be classified together. For example, look for a collection of seashells, fall seeds, leaves, pine cones. Sufficient numbers of the objects in each collection must be present to allow children to explore similarities and/or differences. The collections must be of natural things; plastic collections (e.g., insects, zoo animals) are counted as science/nature toys. Collections must be accessible to the children if they are to count towards meeting the 5.2 indicator requiring a substantial portion of the day.</p> <p><b>5.1</b> "Many" means <i>approximately</i> 3-5 of each of the 3 types. However, this can vary, as long as 3 of the 4 categories are represented. In some cases you might give credit for more than 3-5 of one type and less than 3-5 of another. This will also depend on the ages and number of children in the group. <a href="#">For a description of each of the 4 categories of nature/science materials see All About the ECERS-R pp. 253-256.</a></p> <p><b>5.2</b> Consider materials both indoors and outdoors when calculating accessibility for a substantial portion of the day. Requirements for 5.1 must be met in order to give credit. If outdoor time is included in calculating substantial portion of the day, materials from at least 2 categories must be accessible during outdoor time.</p> <p><b>5.4</b> Must observe one example or see clear evidence, i.e. pictures, drawings. <a href="#">For examples of everyday events see All About the ECERS-R pp. 259-260.</a></p>
<p>26. Math/numbers</p>	<p><b>1.2</b> "Primarily taught through rote counting or worksheets" means that such experiences make up the vast majority of children's math/number learning opportunities.</p> <p><b>3.1</b> The types of materials (listed in the note for clarification in the book) are: "counting, measuring, comparing quantities, recognizing shapes, becoming familiar with written numbers." Look around the room carefully to find math materials because they might not be organized into a center. Some means at least 2 different materials from at least 3 of the 5 types listed. For a list of examples of the categories of math materials see <a href="#">All About the ECERS-R pp. 267-269.</a></p> <p><b>5.1</b> The types of materials (listed in the note for clarification in the book) are: "counting, measuring, comparing quantities, recognizing shapes, becoming familiar with written</p>

	<p>numbers." "Many" means approximately 3-5 of each type. However, this can vary, as long as most types are represented. In some cases you might give credit for more than 3-5 of one type and less than 3-5 of another. This will also depend on the ages and number of children in the group. Credit should be given for materials obviously designed for math learning (e.g., puzzle with graduated sizes or different shapes, pegboard with number printed and holes to match, balance scale with things to weigh, nested cups that require size recognition). To give credit for more generic materials (blocks, beads for stringing, sets of bears with many pieces) it must be observed that the materials are used for math learning.</p> <p><b>5.3</b> In order to give credit for well organized and in good condition, about <math>\frac{3}{4}</math> of the materials that are accessible should meet this standard.</p> <p><b>5.4</b> The intent of this indicator is for adults to link math and numbers to practical life events in the children's daily schedule. Therefore, look for use of numbers during meals or getting ready for meals (such as setting the table), transition times, using a timer to take turns, counting who is absent, etc. Do not count play activities such as number games or computer games in determining the score for this indicator. "Number talk" or number experiences as part of practical life events should be observed more than once during the observation to give credit for this indicator. For examples of number talk see <a href="#">All About the ECERS-R pp. 272 &amp; 273</a>.</p> <p><b>7.1</b> For a list of activities see <a href="#">All About the ECERS-R, pp. 273 &amp; 274</a>.</p>
27. Use of TV, video, and/or computers	<p>Be sure to judge the appropriateness of videos or games brought from children's homes, if these materials are used with the group of children. Ask staff if any requirements of appropriateness are considered when materials are brought from home. Ask if staff is familiar with content of materials before allowing use in the program. If TV/video are used very infrequently, less than once a month, and for relatively short periods during which all children are interested, mark this item N/A. However, if TV is used infrequently, but for longer periods at a time, causing problems for the children, score the item as written.</p> <p><b>1.1 &amp; 3.1</b> To judge whether materials are non-violent and culturally sensitive, we need to consider the content of the materials. Unfortunately, many children's videos or TV programs contain violence and are therefore inappropriate even though they have been created for the children's market. This may include some natural wildlife productions and cartoons.</p> <p><b>3.3</b> The intent of this indicator is to ensure that children participate in play in which they can actively be creative, imaginative, and have hands-on experiences with real materials rather than spending inordinate amounts of time watching TV or playing computer games. The amount of time given in the example is a general indication of a required time limitation and can vary. When deciding whether adequate limits are set on amount of time children can use computer, consider not just how long each child's turn is, but also the number of turns each child is allowed to have, and if children spend time watching others at the computer. Computer time should be relatively short, compared to other activities.</p> <p><b>5.1</b> Materials that are developed specifically to enhance children's learning and understanding are considered to be more educational and "good for children". For examples see <a href="#">All About the ECERS-R, p. 282</a>.</p>
28. Promoting acceptance of diversity	<p><b>1.3</b> Score yes only if there is obvious, deliberate, and repeated prejudice shown. Do not score yes if an example of "politically incorrect" or "culturally insensitive behavior" is observed, ie. teacher asks children to "sit Indian style". However, in order to sensitize the staff, any such instance should be mentioned. For example in the NC Rated License summary report, or in any other technical assistance associated with the scales.</p>



	<p><b>3.1</b> “Some” means at least one example of racial diversity and at least one example of cultural diversity are present and easily seen by the children in the classroom used by the group most of the day.</p> <p><b>3.2</b> If stereotyping or violence is shown with regard to any group, such as some "Cowboy and Indian" toys, then this indicator should be scored No. Gender equity should also be considered here. Portrayals of men/boys doing traditionally male activities and women/girls doing traditionally female activities are acceptable. However, do not give credit if gender stereotyping is portrayed negatively in any way. Look for problems that would be easily obvious to the children. It is not necessary to search avidly for negative examples. When historical cultural traditions are represented, the images must be balanced with non-traditional modern representations. For example, if traditional African tribal cultures are represented in materials then current representations must also be included.</p> <p><b>5.1</b> For this indicator, there need to be many books, many pictures, and many materials, and <i>all</i> categories of diversity listed need to be included to some degree. However, there do not need to be many examples of each category. Materials must be located in spaces children use for a substantial portion of the day. Materials located in spaces used only for relatively short periods (e.g., hallways, entry way, lunch room, early AM or late PM classroom) are not counted to meet the requirements of this indicator.</p> <p><b>5.2</b> To give credit, more than 2 examples must be observed to be accessible either indoors or outdoors, and obvious to the children. Examples include different kinds of dolls, puppets and block/dramatic play people.</p>
<p>29. Supervision of gross motor activities</p>	<p>To score this item, consider <u>all</u> teachers supervising gross motor activities and all children of similar age/abilities as those in the group you are observing. Notice adult/child ratios and whether adults are supervising the most hazardous areas/activities adequately.</p> <p><b>1.1</b> The <i>example</i> in this indicator (of children being left unattended even for a short period of the time) means that <i>no</i> adult is present to supervise children.</p> <p><b>1.2</b> “Most” means over 50% of all interactions during gross motor times, including both verbal and non-verbal.</p> <p><b>3.2</b> Some positive staff-child interactions means that most exchanges are either neutral or positive, and at least 2 positive instances must be observed. To give credit, most interactions cannot be negative.</p> <p><b>5.2</b> “Most staff-child interactions” means that the vast majority of verbal and non-verbal interactions are positive. Neutral interactions must be outweighed by positive and helpful interactions. There may be one or two slightly negative interactions but no extremely negative ones observed.</p>
<p>30. General supervision of children (not gross motor)</p>	<p>The score for this item must be based on what is seen throughout the observation, during routines and play activities. Do not score until supervision has been observed under a wide range of circumstances, including more relaxed and more stressful times.</p> <p><b>1.2 &amp; 3.3</b> “Most supervision” means the majority (over 50%) of supervision that has been observed.</p>
<p>31. Discipline</p>	<p><b>7.2</b> To give credit the activities must be done regularly enough to have an impact on the children’s understanding – at least once a week.</p>

	<p><b>7.3</b> In most cases "other professionals" means someone from outside the program who specializes in the area of concern. The early childhood professionals (teachers, director, etc.) who work in the classrooms and center can benefit from an outsider's perspective of a child who is experiencing difficulties. In a few cases, however, a program staff member can count as the "other professional" if the person has a specialization in the area of concern and can give an unbiased perspective.</p>
32. Staff-child interactions	<p><b>1.2</b> Score this indicator "Yes" only if many unpleasant interactions are observed throughout the observation or during one part of the observation. If only one or two brief instances are observed, and most interactions are neutral or positive, score "No".</p> <p><b>5.3</b> Sympathetic response means that staff notice and validate a child's feelings, even if the child is showing emotions that are often considered unacceptable, such as anger or impatience. The feelings should be accepted although inappropriate behaviors, such as hitting or throwing things, should not be allowed. A sympathetic response should be provided in most, but not necessarily all, cases. If children are able to solve minor problems themselves, then teacher response is not needed. The observer needs to get an overall impression of the response of the staff. If minor problems persist and are ignored or if staff responds in an unsympathetic manner, give no credit for this indicator.</p>
34. Schedule	<p><b>3.2</b> Schedule must be posted in the room to get credit. Outside the door is not sufficient since schedules must be accessible to substitutes and new staff.</p> <p><b>3.3</b> Both the indoor and outdoor play periods must each equal at least 1 hour in length for programs operating 8 hours or more. See General Notes for programs operating less than 8 hours a day.</p> <p><b>5.4</b> "Long period of waiting" means waiting without any activity for three minutes or more <i>between daily events</i>, (e.g., running around aimlessly, whole group sitting at tables waiting for lunch, waiting in line to go out or to use the bathroom). Note that this indicator refers to waiting between transitions from one activity to another, rather than waiting within any activity.</p>
35. Free play	<p><b>3.1</b> Free play or free choice does not require that all areas are open for children's choice. The number of centers may be limited as long as the children may choose where, with what and with whom they play. To give credit, children must be able to participate in free play for at least 1 hour daily in full-day programs of 8 hours or more. The 1 hour may take place at one time, or be a combination of times throughout the day. See General Notes for time required for programs operating less than 8 hours a day.</p> <p><b>3.2</b> This indicator assesses whether children are supervised to minimize major hazards to their health and safety during free play, indoors and out, but does not apply to routine or other supervision. (e.g., children are supervised so that they do not play with matches or swallow poisons, etc.). Do not score No unless supervision during free play is extremely lax.</p>
36. Group time	<p><b>1.1</b> Whole group generally means all the children in the class. However, if a very large group is broken into 2 large groups, and the children in each group must participate in the same activity, consider this a whole group time. "Kept together as whole group most of the day" means 75% of the time the children are in the program.</p> <p><b>5.2</b> To give credit for "many", at least half of the play activities observed should be completed in small groups or individually.</p> <p><b>7.2</b> To give credit for this indicator, the assessor must observe to get a general impression of what the children experience. One staff might be stronger in educational interaction than another, but if the stronger teacher is strong enough, credit can be given.</p>
37. Provisions	Note that this item cannot be scored unless there is a child in the group with an identified

for children with disabilities	and diagnosed disability, with a completed assessment. If the diagnosis and assessment have not been completed on the child, score this item N/A. If the child is receiving services, this can be accepted as evidence that a diagnosis and assessment exist. Existence of an IEP/IFSP is not required to score this item. The teacher need not point out the child or tell the observer about the particulars of the disability for this item to be scored. As you question the teacher about how the identified child's special needs are handled, you do not need to know which child is being discussed. Do not ask the teacher to give you any information that a child's parents might consider private. Assume that parents want their privacy protected and simply ask the questions needed to score.
39. Provisions for personal needs of staff	<p><b>5.2</b> Storage is considered convenient only if it does not require the staff to leave the classroom or neglect the care of the children to get their belongings.</p> <p><b>5.3</b> If teachers prefer to leave early rather than taking breaks, then score this indicator <i>Yes</i>.</p>
40. Provisions for professional needs of staff	<p><b>1.1</b> The phone does not have to be located in the classroom, but it must be readily accessible. For example, if the phone is in another building, on another floor, or in a locked office, then this indicator is scored "Yes".</p> <p><b>3.1</b> To give credit for this indicator, there must be a phone in the classroom for emergency calls or brief conversations with parents. A cell phone is acceptable if it is accessible.</p>
41. Staff interaction and cooperation	<p><b>1.3, 3.3, 5.3 &amp; 7.2</b> Staff duties shared fairly means that all staff are busily involved on assigned tasks and the work gets done. For further discussion of sharing of duties see <a href="#">All About the ECERS-R</a>, p. 423.</p>
43. Opportunities for professional growth	<p><b>3.1</b> Basic orientation must take place within 6 weeks after the start of employment including emergency, health, and safety procedures, in order to give credit.</p> <p><b>3.2</b> In-service training, which classroom staff are required to attend, must be provided at least once a year in order to give credit.</p> <p><b>3.3</b> Staff meetings, in which all classroom staff are expected to attend, must be held at least two times a year by the director and/or administrative staff in order to get credit.</p> <p><b>5.2</b> In-service training, which classroom staff are required to attend, must be provided at least two times a year, either on-site or in community workshops.</p> <p><b>5.4</b> "Some" means that at least 25 books, pamphlets, or AV materials in good condition are available to staff.</p> <p><b>7.2</b> Current materials are books that have been published within the last 10 years and journals and magazines from the past 2 years. Books, such as the works of Piaget and Erikson, are exceptions, since they are classics on which many of our current ideas are based.</p>