Quality in Child Care and How to Measure It:
The Environment Rating Scales
Trainer’s Guide
version 1
(Last updated 2/19/2013)

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Suggested Citation


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NOTE TO TRAINER

The Quality in Child Care Toolkit is intended to accompany the Quality in Child Care and How to Measure It: The Environment Rating Scales Training Module. The Toolkit includes a Trainer’s Guide to leading training sessions, a Slide Presentation, and materials for participants’ packets. This document is the Trainer’s Guide, which focuses on training on the Harms, Clifford and Cryer Infant/Toddler Environment Rating Scale-Revised Edition (ITERS-R).

The training sessions are designed to occur over a one and half day period. The estimated total time of the training does not include time for meals and travel. It is recommended that the Trainer plan ahead to make these accommodations. Please note that this training is only intended to familiarize your audience with the ITERS-R tool. This training does not lead to certification or qualification as an ITERS-R assessor. For information on how to receive more in-depth training, please contact the Frank Porter Graham Child Development Institute (website listed below).

If there is a need in your community to train on the other Harms, Clifford and Cryer Environment Rating Scales, (ECERS-R, FDCRS, SACERS), then this Toolkit can be adapted to reflect that specific training. If this is done, remember to adapt the Preparation Checklist to include the appropriate scale-specific materials, all of which can be found at the Frank Porter Graham Child Development Institute website (http://www.fpg.unc.edu/).

For more information about using the NTI materials, please read “Guidelines for Using the NTI Curriculum Materials,” available in the “Curriculum” section of the NTI Resources Website (accessed by entering your NTI username and password at http://sakai.unc.edu).
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PREPARATION CHECKLIST

Curriculum Materials:
Download the following from the “Curriculum” section of the NTI Resources Website:
- Quality in Child Care and How to Measure It: The Environment Rating Scales Training Module
- Quality in Child Care and How to Measure It: The Environment Rating Scales Trainer’s Guide
- Quality in Child Care and How to Measure It: The Environment Rating Scales Slide Presentation
- Training Checklists

Preparation:
- Read the Quality in Child Care and How to Measure It: The Environment Rating Scales Training Module.
- Read the Quality in Child Care and How to Measure It: The Environment Rating Scales Trainer’s Guide.
- Review the Quality in Child Care and How to Measure It: The Environment Rating Scales Slide Presentation:
  - Customize slide/overhead #2 to include your name, agency, and the date of your training.
  - Print the slides as overheads or load the slide presentation onto your laptop, USB drive, or a CD. Save or print a back-up copy of the presentation as well.
- Create a participant’s packet (one per participant) per copyright guidelines. The participant’s packet for this Toolkit includes accumulating materials from three different sources (this Trainer’s Guide, the NTI website, and the Frank Porter Graham Child Development Institute website). You might also want to print these items for yourself.
- Copy activities, worksheets, and the evaluation form provided in this Trainer’s Guide under “Materials for Participant’s Packet”.
- Print and copy the following documents, available online at http://blackboard.unc.edu (after logging in, click on “NTI Resources Website”, then “Curriculum”, then “Quality in Early Childhood Programs”):
  - “Group Leader Guidelines”
  - “Environment Rating Scales Observation Guidelines”
- Print and copy the following documents, available online at http://www.fpg.unc.edu (Click on “ITERS-R”, then on “Supplementary Materials”):
  - “Interrater Reliability Sheet”
  - “Playground Guidelines”
  - “USDA Meal Guidelines”
  - “Additional Notes for Clarification of the ITERS-R” (click on “Additional Notes”)
- Copy the Slide Presentation as a handout.
Recruit and confirm child care programs to participate in the ITERS-R Practicum. (The number of programs needed depends on the size of the training.)

Recruit and confirm group leaders for the ITERS-R Practicum. (The amount needed will depend on the size of the training. If you choose, instruct group leaders to bring all of their own supplies necessary for the ITERS-R Practicum and ITERS-R Debriefing Activity. Otherwise, you will need to include them in your count of participants when preparing the items.)

Construct child care assignments.

Organize transportation for the ITERS-R Practicum.


Review the Video Observations for the Infant/Toddler Environment Rating Scales Revised Edition DVD or VHS tape.


On a flip chart sheet, write out the Overview of Training Session to display in the training room. (You may prefer to leave off the estimated time and training technique.)

On a flip chart sheet, write out the Training Objectives to display in the training room.

See “Training Implementation and Logistics Checklist” (located in the document titled Training Checklists) for set-up tasks to do the day of the training.

Other: ____________________________________________________________

Equipment and Supplies:

See “Equipment and Supplies Checklist” (located in the document titled Training Checklists) for general supplies

Laptop, slide presentation, and LCD projector or overhead projector

Flip chart sheet and marker for Introductions/Icebreaker/Opening with Introduction items preprinted

Flip chart sheet for posting Overview of Training Session

Flip chart sheet for posting the Training Objectives

The following items for your use:

“Group Leader Guidelines”

“Environment Rating Scales Observation Guidelines”

“Interrater Reliability Sheet”

“Playground List”

“USDA Meal Guidelines”

“Additional Notes for Clarification of the ITERS-R”

Infant/Toddler Environment Rating Scale, Revised Edition

Video Observations for the Infant/Toddler Environment Rating Scales Revised Edition DVD or VHS tape

Video Guide and Training Workbook for the Infant/Toddler Environment Rating Scales Revised Edition

#2 pencils (two per participant)

Clipboards (one per participant)

Other: ____________________________________________________________
OVERVIEW OF TRAINING SESSION

Below is an overview of the topics covered in this session.

Quality in Child Care: 1st Session

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Topic</th>
<th>Training Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-15 minutes</td>
<td>Registration</td>
<td>----</td>
</tr>
<tr>
<td>prior to session1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td><strong>Introductions/Icebreaker/Opening:</strong> Fill in the Blanks on Quality</td>
<td>individual/pairs/large group</td>
</tr>
<tr>
<td>5 minutes</td>
<td><strong>Overview of Training Session and Objectives</strong></td>
<td>slides/overheads</td>
</tr>
<tr>
<td>10 minutes</td>
<td><strong>Presentation:</strong> The Role of the CCHC/Basic Components of Quality in Child Care</td>
<td>slides/overheads</td>
</tr>
<tr>
<td>20 minutes</td>
<td><strong>Presentation:</strong> Approaches to Measuring Quality</td>
<td>slides/overheads</td>
</tr>
<tr>
<td>5 minutes</td>
<td><strong>Presentation:</strong> Action Items for the CCHC</td>
<td>slides/overheads</td>
</tr>
<tr>
<td><strong>BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 hour, 15 minutes</td>
<td><strong>Activity:</strong> ITERS-R Video Training</td>
<td>large group/interactive video and workbook</td>
</tr>
<tr>
<td><strong>BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 hour, 30 minutes</td>
<td><strong>Activity:</strong> ITERS-R Video Training</td>
<td>large group/interactive video and workbook</td>
</tr>
<tr>
<td>15 minutes</td>
<td><strong>Closing:</strong> Child Care Assignments and Instructions</td>
<td>large group</td>
</tr>
</tbody>
</table>

**Estimated Total Time:** Approx. 3 hours, 50 minutes2

1 Not included in total time.
2 Add additional time if group guidelines and/or group facilitation methods need to be addressed at the beginning of the session, or if you decide to include any additional activities. For more information, see NTI’s Building Curriculum Development and Training Skills Training Module.
OVERVIEW OF TRAINING SESSION

Below is an overview of the topics covered in this session.

*Quality in Child Care: 2nd Session*

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Topic</th>
<th>Training Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable¹</td>
<td>Travel to Child Care Programs</td>
<td>-----</td>
</tr>
<tr>
<td>2 hours, 30 minutes</td>
<td>Practicum: ITERS-R</td>
<td>small group with group leader</td>
</tr>
<tr>
<td>Variable¹</td>
<td>Travel to Training Site</td>
<td>-----</td>
</tr>
<tr>
<td>1 hour, 15 minutes</td>
<td>Activity: ITERS-R Debriefing</td>
<td>small group with group leader</td>
</tr>
<tr>
<td></td>
<td><strong>BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>45 minutes</td>
<td>Activity: ITERS-R Debriefing</td>
<td>small group with group leader</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Activity: Question Time!</td>
<td>large group Q&amp;A</td>
</tr>
<tr>
<td>10 minutes²</td>
<td>Closing: Incorporating the Environment Rating Scales Results into the Action Plan</td>
<td>large group</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Learning Assessment</td>
<td>individual/large group</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Evaluation of Trainer</td>
<td>individual activity</td>
</tr>
</tbody>
</table>

**Estimated Total Time:** Approx. 5 hours, 5 minutes³

¹ Travel time will vary depending on the location of assigned programs.
² This Training Session includes the time necessary if you choose to review, not implement, the supplementary activity. The Trainer’s Guide provides options for both reviewing and implementing the supplementary activity.
³ Add additional time if group guidelines and/or group facilitation methods need to be addressed at the beginning of the session, or if you decide to include any additional activities. For more information, see NTI’s *Building Curriculum Development and Training Skills* Training Module.
TRAINER’S OUTLINE

Quality in Child Care: 1st Session

Introductions/Icebreaker/Opening

<table>
<thead>
<tr>
<th>Time</th>
<th>10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td></td>
</tr>
<tr>
<td>Individual/pairs/large group</td>
<td></td>
</tr>
<tr>
<td>Slide/overhead</td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
</tr>
<tr>
<td>See pg. 37 in the Trainer’s Guide for this activity.</td>
<td></td>
</tr>
<tr>
<td>Flip chart with “1. Name”, “2. Profession” and “3. Current Employer” preprinted</td>
<td></td>
</tr>
<tr>
<td>Instructions</td>
<td></td>
</tr>
<tr>
<td>Display a flip chart with Introduction items listed. Later in this activity, participants will introduce themselves by stating these three items: 1. Name 2. Profession 3. Current Employer</td>
<td></td>
</tr>
<tr>
<td>Place the “Basic Components of Quality of Life for Early Childhood Education Programs” worksheet at each participant seat prior to registration.</td>
<td></td>
</tr>
<tr>
<td>Display slide/overhead 3.</td>
<td></td>
</tr>
<tr>
<td>Once all participants are present and have completed the activity, invite participants to introduce themselves by giving their name, profession, and current employer before reading the first sentence that contains a blank space (i.e., “My name is Alex Smith and I am a nurse consultant with the Lake County Health Department. The answer for my fill-in-the-blank task (#4) should be “infectious diseases”.)</td>
<td></td>
</tr>
<tr>
<td>Depending on the size of the group, answer I.B.4 can be reported by one or divided amongst two participants.</td>
<td></td>
</tr>
<tr>
<td>After each section is complete (i.e., Health, Safety, etc.), review the items in that section. The answer key for the worksheet is on page 7.</td>
<td></td>
</tr>
<tr>
<td>If you create your own activity, remember to base it on the participants’ training needs and relate it to the training session’s topic.</td>
<td></td>
</tr>
</tbody>
</table>

Talking Points

Welcome! Please take a moment to complete the worksheet on your seat. When everyone is finished, I’ll ask each of you to introduce yourself by sharing your name, profession, current employer, and one completed sentence on the worksheet.

For More Information

See NTI’s Building Curriculum Development and Training Skills Training Module for ideas about introductions and icebreaker activities.

Notes
ACTIVITY: Basic Components of Quality of Life for Early Childhood Education Programs

ANSWER KEY

I. Protection
   A. Health
      1. Nutrition and physical activity
      2. Sanitation
      3. Personal hygiene, oral health, self help
      4. Measures to reduce infectious diseases in group settings (e.g., handwashing)
      5. Parent/guardian education materials and referrals

   B. Safety
      1. Precautions to avoid injury from mishaps (e.g., playground surfacing)
      2. Precautions to avoid injury from aggressive behavior
      3. Supervision
      4. Prevention of abuse and neglect
      5. Parent/guardian education materials and referrals

II. Building relationships
   A. With children
      1. Separation from parents/guardians
      2. Continuity of care; primary caregiver
      3. Positive approaches to discipline
      4. Development of social skills

   B. With parents/guardians
      1. Opportunities for communication
      2. Building trust over time
      3. Parent/guardian communication and education
      4. Anti-bias approach, cultural competency
      5. Tuned in to the child’s family and community

III. Opportunities for stimulation and learning
   A. Variety of hands-on activities
   B. Appropriate for group and individual needs
   C. Many open-ended materials
   D. Schedule that handles routines gracefully and leaves ample time for activities
   E. Concepts brought out of play

(Adapted from Harms T. Basic components of quality of life for early childhood education programs. Unpublished 1997, reproduced with permission.)
## Overview of Training Session and Objectives

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Training Technique</strong></td>
<td>Slides/overheads</td>
</tr>
</tbody>
</table>
| **Supplies** | • Flip chart sheet with Overview of Training Session written on it  
• Flip chart sheet with Training Objectives written on it |
| **Instructions** | • Direct participants’ attention to the posted Overview of Training Session.  
• Show slides 3-5. |

**Talking Points**

**Training Objectives**

- Let’s take a moment to review the Overview of Training Session.
- Let’s look at the Training Objectives for this session. By the end of the session today, I’d like you to be able to:
  - Identify the three basic components of quality in child care
  - Describe preferred methods for using the Environment Rating Scales
  - List five ways that a CCHC can assess a child care facility and identify strategies for improving quality
  - Conduct a quality assessment observation using the ITERS-R

**For More Information**

See NTI’s *Building Curriculum Development and Training Skills* Training Module to learn more about training objectives.

**Notes**
## Presentation: The Role of the CCHC/Basic Components of Quality in Child Care

<table>
<thead>
<tr>
<th>Time</th>
<th>10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Slides/overheads</td>
</tr>
<tr>
<td>Instructions</td>
<td>Show slides 6-10.</td>
</tr>
</tbody>
</table>

### Talking Points

**The Role of the CCHC**

To play a significant role in improving the health and safety and overall quality in child care programs, the childcare health consultant must do three things:

- Develop competence in using a guided observation tool for rating quality in child care settings;
- Develop good observational skills through practice in child care settings; and
- Applying collaborative consultation skills in making a plan of action to improve quality in child care settings.

### For More Information

Refer to Module section, “Introduction: The Role of the CCHC.”
<table>
<thead>
<tr>
<th>Talking Points</th>
<th>Harms, Clifford and Cryer Environment Rating Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Once such guided observation tool is the Harms, Clifford and Cryer Environment Rating Scales.</td>
</tr>
<tr>
<td></td>
<td>• During this training session, I will explain how you, the CCHC, might use this tool to assess and promote quality in child care programs.</td>
</tr>
<tr>
<td></td>
<td>• These Environment Rating Scales are comprised of four tools that are specific to age and/or type of child care program.</td>
</tr>
<tr>
<td></td>
<td>• We will review the differences between these four tools later in the training session.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For More Information</th>
<th>Refer to Module section, “Introduction: The Role of the CCHC.”</th>
</tr>
</thead>
</table>
| Talking Points | The CCHC’s Individual Areas of Expertise  
*Trainer: After explaining the different areas of expertise of a CCHC, you might want to ask the participants what other areas of expertise might exist for CCHCs.*)  
- Each CCHC will have individual areas of expertise and experience to draw from when consulting with child care programs.  
- For example, some may be prepared to share health-related information, but needs in the behavioral health or cognitive/language areas may fall outside their realm of expertise.  
- Whatever the knowledge-base and areas of expertise the CCHC has, effective referrals can be facilitated through identification of and collaboration with individuals in related disciplines as well as knowledge of community resources. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>For More Information</td>
<td>Refer to Module section, “Introduction: The Role of the CCHC.”</td>
</tr>
<tr>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>Talking Points</td>
<td>Classroom Observations</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td>As you know, child care health consultation, in its broadest sense, includes not only physical health, but also mental health and social and intellectual development.</td>
</tr>
<tr>
<td></td>
<td>In general, the CCHC has the opportunity to become familiar with the unique nature of each program during periodic visits to a child care facility.</td>
</tr>
<tr>
<td></td>
<td>Specifically, by observing in a classroom for several hours using the Environment Rating Scale, the CCHC can become well acquainted with the day-to-day functioning of the child care program.</td>
</tr>
<tr>
<td></td>
<td>Such realistic knowledge of the program enables the CCHC to provide practical, relevant support and encouragement to the child care staff for the improvement of quality.</td>
</tr>
<tr>
<td></td>
<td>Similarly, knowledge of the realities of child care helps the CCHC to adapt health-related materials and approaches for implementation in child care settings.</td>
</tr>
</tbody>
</table>

| For More Information | Refer to Module section, “Introduction: The Role of the CCHC.” |
| Notes               |                                                      |
### Talking Points

**Using Quality Assessment Tools**

_Trainer: If there is a need, this might be a good time to review general consultation skills necessary to provide consultation to child care programs. You may need to add extra time for this._

- A CCHC should always take care to use the quality assessment tools in combination with other sources of regulations and standards.
- CCHCs need to know their state regulations so when they explain to program staff what improvements might be needed based on quality evaluation they are then able to tailor those recommendations appropriately.
- Further, the CCHC should be able to discuss the difference between the indicators of the Environment Rating Scale, state regulations, and national standards as they pertain to the specific needs of the child care program.
- This strategy helps to improve program staff knowledge and to prioritize necessary improvements.

### For More Information

- Refer to Module section, “Introduction: The Role of the CCHC.”
- If necessary, see NTI’s *Building Consultation Skills* Training Module for a review of general consultation skills. The need of participants will inform which section of this module should be reviewed (i.e., “Child Care Health Consultation”, “Policy Development”, etc.).
Presentation: Approaches to Measuring Quality

<table>
<thead>
<tr>
<th>Time</th>
<th>20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Slides/overheads</td>
</tr>
<tr>
<td>Supplies</td>
<td>“Environment Rating Scales Observation Guidelines”</td>
</tr>
<tr>
<td>Instructions</td>
<td></td>
</tr>
</tbody>
</table>
|   - Show slides 11-19.  
   - Slides 11, 13, 15, and 18 are animation slides.  
   - The “Environment Rating Scales Observation Guidelines” should accompany slide 17. |
| Talking Points |
| Basic Components of Quality  
(Trainer: Remember this is an animation slide. You may want to reveal each component as you present them. Also, this is a review of the Introductions/Icebreaker/Opening. You may want to ask the participants to draw on that activity by asking for volunteers to explain what the components entail.) |
|   - Dr. Thelma Harms, one of the Environment Rating Scale authors, proposes three basic components of quality in child care.  
   - To provide quality in child care, program should strive to meet the individual and group needs of children in three areas:  
     1. **Physical**: Includes the protection of children’s health and safety and prevention of abuse and neglect.  
     2. **Social/Emotional**: Includes building relationships with children, parents, extended family, and community.  
     3. **Cognitive**: Includes opportunities for stimulation and learning from experience.  
   - Each of these three components has environmental, supervisory, and curricular implications and is equally applicable to the family child care home and child care center settings.  
   - No single component is more or less important than the others. |
| For More Information | Refer to Module section, “What the CCHC Should Know: Basic Components of Quality in Child Care.” |
| Notes |
### Talking Points

<table>
<thead>
<tr>
<th>Approaches to Measuring Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There are two major approaches to measuring the quality of early childhood programs.</td>
</tr>
<tr>
<td>• One approach uses <strong>structural</strong> indicators of the program.</td>
</tr>
<tr>
<td>• Examples of structural indicators include staff-child ratio, group size, and staff education.</td>
</tr>
<tr>
<td>• Another approach measures quality through the observation of ongoing <strong>processes</strong>, for example, interactions between staff-child, child-child, and staff-parent within the early childhood setting.</td>
</tr>
<tr>
<td>• Another example of processes is the interactions between staff members in the setting.</td>
</tr>
</tbody>
</table>

### For More Information

Refer to Module section, “What the CCHC Should Know: Approaches to Measuring Quality.”

### Notes
| Talking Points | Harms, Clifford and Cryer Environment Rating Scales  
(Trainer: Remember this is an animation slide. You may want to click on each specific scale as you explain its focus.) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• While several organizations and individuals have described indicators of quality child care, the National Training Institute for Child Care Health Consultant (NTI), upon which this state’s curriculum is based, promotes the use of the Harms, Clifford and Cryer Environment Rating Scales.</td>
</tr>
<tr>
<td></td>
<td>• These scales offer clear, proven guidelines for how to measure each quality indicator.</td>
</tr>
<tr>
<td></td>
<td>• They are also compatible with the standards set out in <em>Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs, 3rd Edition</em> (2011).</td>
</tr>
<tr>
<td></td>
<td>• The scales are designed to assess process quality in an early childhood or school-age care setting.</td>
</tr>
<tr>
<td></td>
<td>• The assessment of process quality has been found to be more predictive of child development outcomes than structural indicators.</td>
</tr>
<tr>
<td></td>
<td>• Let’s review the specifics of each of the four scales:</td>
</tr>
<tr>
<td></td>
<td>– The <strong>ITERS-R</strong> (2006) is designed to assess group programs for infants and toddlers ages birth to 2½ years. The total scale consists of 39 items. This is the scale we will be working with during this training session.</td>
</tr>
<tr>
<td></td>
<td>– The <strong>ECERS-R</strong> (1998) is designed to assess group programs for preschool through kindergarten-aged children (ages 2½ - 5 years). The total scale consists of 40 items. This scale is also available in Spanish.</td>
</tr>
<tr>
<td></td>
<td>– The <strong>FDCRS</strong> (1989) is designed to assess family child care programs conducted in a child care caregiver’s home with infants and children from birth to school-age. The total scale consists of 40 items, and includes 8 supplementary items for programs enrolling children with disabilities.</td>
</tr>
<tr>
<td></td>
<td>– The <strong>SACERS</strong> (1996) is designed to assess before- and after-school group care programs for school-age children, 5-12 years. The total scale consists of 49 items, and includes 6 supplementary items for programs enrolling children with disabilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>Talking Points</td>
<td>Scale Characteristics: Items</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>Each of the scales has items to evaluate physical environment, basic care, curriculum, caregiver/child interaction, schedule/program structure, and provisions for parents and staff.</td>
</tr>
</tbody>
</table>


<p>| Notes |</p>
<table>
<thead>
<tr>
<th>Talking Points</th>
<th>Scale Characteristics: Suitability</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Trainer: Remember this is an animation slide. You may want to prompt the participants to answer the question provided before moving on.)</em></td>
<td></td>
</tr>
<tr>
<td>• The scales are suitable for use in evaluating inclusive and culturally diverse child care programs.</td>
<td></td>
</tr>
<tr>
<td>• Inclusive programs enroll children with special needs along with children who are typically developing.</td>
<td></td>
</tr>
<tr>
<td>• The scales have also proven reliability and validity, which make them suitable for use in research and program improvement.</td>
<td></td>
</tr>
<tr>
<td>• Reliability is the extent to which an experiment, test, or any measuring procedure yields the same result on repeated trials.</td>
<td></td>
</tr>
<tr>
<td>• For example, if you step on a scale five times in a row and the same number appears each of the five times, than you know the scale is reliable for measuring weight.</td>
<td></td>
</tr>
<tr>
<td>• Validity refers to the degree to which a study or tool accurately reflects or assesses the specific concept that the researcher is attempting to measure.</td>
<td></td>
</tr>
<tr>
<td>• Using the same example as that for reliability, an example of validity is knowing what your most accurate weight is (for example, having been weighed at the metabolic unit of the clinical research center of your nearest university hospital), and comparing that with your bathroom scale. If your bathroom scale gives the same weight, you know it is valid.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For More Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Refer to Module section, “What the CCHC Should Know: Approaches to Measuring Quality.”</td>
<td></td>
</tr>
<tr>
<td>• See NTI’s <em>Caring for Children with Special Needs</em> Training Module for a review of inclusive child care settings.</td>
<td></td>
</tr>
<tr>
<td>• See NTI’s <em>Building Consultation Skills: Cultural Competence and Communication Skills</em> Training Module for a review of cultural competency in child care programs.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Notes |</p>
<table>
<thead>
<tr>
<th>Talking Points</th>
<th>Scale Characteristics: Training Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Each scale has a complete training program, which includes visits to area classrooms for practice observations and scoring, and follow-up analysis under experienced group leaders.</td>
</tr>
<tr>
<td></td>
<td>• Self-study training packets are available for the ITERS-R, ECERS-R, and the FDCRS.</td>
</tr>
<tr>
<td></td>
<td>• These packets include training workbooks and interactive videos.</td>
</tr>
</tbody>
</table>


<p>| Notes |</p>
<table>
<thead>
<tr>
<th>Talking Points</th>
<th>What Makes a Good Observer?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Trainer: Remember to refer participants to their participant’s packet for the “Environment Rating Scales Observation Guidelines” handout. Review the main points of the handout after addressing the Talking Points below.)</em></td>
<td></td>
</tr>
<tr>
<td>• Observation is an essential tool for consultation.</td>
<td></td>
</tr>
<tr>
<td>• It is key to understanding the current child care situation so that practical recommendations can be made for improvements in child care quality.</td>
<td></td>
</tr>
<tr>
<td>• A good observer minimizes the effect of his/her presence in the classroom.</td>
<td></td>
</tr>
<tr>
<td>• Let’s take a look at the “Environment Rating Scales Observation Guidelines.”</td>
<td></td>
</tr>
</tbody>
</table>

Talking Points

Research Use of the Scales

(Trainer: Remember this is an animation slide. You may want to prompt participants to fill in each blank before revealing the answer.)

- Because quality in child care is such a strong predictor of school and social success, the ECERS, ECERS-R, ITERS, and ITERS-R have been used in many prominent studies as a comprehensive measure of quality.
- The Environment Rating Scales have been used by researchers to measure quality in child care.
- For example, one study\(^1\) used the ECERS to measure quality of child care for children from low-income families in relation to its accessibility and flexibility for mothers.
- Results of this study found that child care centers had higher levels of quality than both regulated and unregulated in-home care.

For More Information

- Refer to Module section, “What the CCHC Should Know: Approaches to Measuring Quality.”
- To offer detailed information on the research example, see [http://web.jhu.edu/threecitystudy](http://web.jhu.edu/threecitystudy). Refer to Module section, “References” for the complete citation.
- To offer additional information on how measuring quality predicts success, refer to Module subsection, “Measure Quality to Predict Success” in the “What the CCHC Should Know: Approaches to Measuring Quality” Module section.

Notes

\(^1\) Levine Coley, Chase-Lansdale and Li-Grining, 2001
<table>
<thead>
<tr>
<th>Talking Points</th>
<th>Program Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Something that has been touched on already, the Environment Rating Scales can also be used to measure quality with the intent of using the results for program improvement.</td>
<td></td>
</tr>
<tr>
<td>The scales are used in a variety of ways including self-assessment by center staff, preparation for accreditation, and voluntary improvement efforts by licensing or other agencies.</td>
<td></td>
</tr>
<tr>
<td>In the case of accreditation, the early childhood field is currently promoting voluntary accreditation for programs and credentialing for staff as approaches to improve quality.</td>
<td></td>
</tr>
<tr>
<td>The content of the Environment Rating Scales is supportive of other observation instruments used for accreditation and credentialing of child care centers.</td>
<td></td>
</tr>
<tr>
<td>In addition, the “levels of quality” format of the scales is particularly helpful during the process of preparation for accreditation and credentialing because it provides clear guidelines for step-by-step improvement.</td>
<td></td>
</tr>
</tbody>
</table>

For More Information
Refer to Module section, “What the CCHC Should Know: Approaches to Measuring Quality.”

Notes
Presentation: Action Items for the CCHC

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Slides/overheads</td>
</tr>
</tbody>
</table>
| Instructions    | • Show slides 20-22.  
                  | • Slides 20 and 21 are animation slides. |
| Talking Points  | Action Items for the CCHC  
As a health consultant to the child care program, the CCHC should:  
• Use the appropriate Environment Rating Scale (ITERS-R, ECERS-R, FDCRS, or other guided observation instrument) to identify areas of strengths and areas of needed improvement in child care programs  
• Upon request, train members of the child care staff to use guided observation instruments for self-assessment of the quality of their programs  
• Plan collaboratively with the child care staff to improve the quality of their programs  
• Provide the child care staff with training in the CCHC’s areas of competence  
• Identify additional training resources for needs outside the CCHC’s areas of competence  
• Follow up to see if plans for improvement are implemented  

The CCHC, as a health consultant, should not:  
• Use any Environment Rating Scale to evaluate a child care facility for any purpose other than consultation  
• Share the subscale scores or overall environmental rating scale scores of a child care facility with any outside agency, organization, or regulatory body, including the state child care regulatory agency
<table>
<thead>
<tr>
<th>Notes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity: ITERS-R Video Training

<table>
<thead>
<tr>
<th>Time</th>
<th>2 hours, 45 minutes (excluding break)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Large group/interactive video and workbook</td>
</tr>
</tbody>
</table>
| Supplies | - Video Guide and Training Workbook for the *Infant/Toddler Environment Rating Scale Revised Edition* (1 for you and each participant)  
- “Additional Notes for Clarification of the ITERS-R”  
- *Video Observations for the Infant/Toddler Environment Rating Scale Revised Edition*, by Thelma Harms and Debby Cryer |
| Instructions | - Distribute the ITERS-R Video Guide and Training Workbooks and “Additional Notes for Clarification of the ITERS-R” to participants.  
- Review “Additional Notes for Clarification of the ITERS-R.”  
- Show training video and ask participants to complete each exercise.  
- After each training exercise (the video will prompt you with a STOP sign), review responses and encourage questions and discussion. |
| Notes | }
## Closing: Child Care Assignments and Instructions

<table>
<thead>
<tr>
<th>Time</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Large group</td>
</tr>
</tbody>
</table>
| Supplies   | - Child care assignments  
             - “Group Leader Guidelines”  
             - “Environment Rating Scales Observation Guidelines” |
| Instructions | - Explain the small groups and child care assignments for the ITERS-R Practicum and the layout of the next training session.  
    - Introduce participants to the “Group Leader Guidelines”.  
    - Recap important points of the “Environment Rating Scales Observation Guidelines” and “Group Leader Guidelines”.  
    - Encourage participants to refrain from discussing their scoring during and immediately after the observation since any discussion before the debriefing may influence an individual’s independent scores.  
    - Instruct participants to cut and paste their “Additional Notes for Clarification of the ITERS-R” into their ITERS-R Workbook prior to the ITERS-R Practicum. |
| Notes      | - |

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# TRAINER’S OUTLINE

## Quality in Child Care: 2nd Session

### Practicum: ITERS-R

<table>
<thead>
<tr>
<th>Time</th>
<th>2 hours, 30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Small group with group leader</td>
</tr>
</tbody>
</table>

**Supplies**
- “Environment Rating Scales Observation Guidelines”
- “Group Leader Guidelines”
- “ITERS-R” with “Additional Notes for Clarification of the ITERS-R”
- “Playground List”
- “USDA Meal Guidelines”
- #2 pencils (2 per participant)
- Clipboard

**Instructions**
Review with participants the agenda and meeting place for the post-observation debriefing session.

**Talking Points**
- Participants will join their small groups (maximum 2-3 people) and group leader to practice using the ITERS-R in an infant and/or toddler classroom.
- Participants should wait for their group leader before entering the observation classroom.
- For this initial practice observation, the Adult Needs section of the ITERS-R (items: 33-39) should be omitted. These items require extensive questioning of the staff, which would prolong the practice observation.
- At this point in the training, it is more important to practice observation skills using the ITERS-R.
**Activity: ITERS-R Debriefing**

<table>
<thead>
<tr>
<th>Time</th>
<th>2 hours (excluding break)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Training Technique</strong></td>
<td>Small group with group leader</td>
</tr>
</tbody>
</table>

**Supplies**
- “Environment Rating Scales Observation Guidelines”
- ITERS-R with observation scores and “Additional Notes for Clarification of the ITERS-R”
- “Interrater Reliability Sheet”
- “Playground List”
- “USDA Meal Guidelines”
- #2 pencils

**Instructions**
- Review the remainder of the training session schedule with the large group.
- Remind participants to refrain from any discussion of scores before the debriefing because it may influence an individual’s independent scores.
- Before debriefing, some of the participants may need additional time to complete their preliminary scoring. If so, allow those individuals time to complete their scoring before you start the debriefing session.
- Explain that there are four distinct sections of this activity:

1. **Questions**
   - The first part of the debriefing session should provide an opportunity for participants to question the “lead teacher.” The group leader will pretend to be the lead teacher of the program you have observed. For this session, you should refer to the *Questions for the Provider*, located next to the *Notes for Clarification* in the ITERS-R. This section in the scale provides recommended sample questions to ask the child care staff or lead teacher in order to get the additional information you need for scoring but were not able to get from your observation.
   - Participants should ask questions in a systematic way in numerical order. Everyone needs to hear the answers in order to have the same information as a basis for assigning a final score.
   - Debriefing, or comparing and discussing your scores, can occur only after all the items have been assigned a final score by each participant.

2. **Comparing Quality Scores**
   - Use the “ITERS-R Interrater Reliability Form”. Put the initials of each participant at the head of one column, with the initials of the group leader last.
   - Have each person fill in his/her scores, either by saying the scores out loud in succession for each item or by having each person write down his/her scores in the proper column.
3. Reaching Consensus
   - Discuss first those items with scores that are more than 1 point apart. In your discussion try to reach consensus on the correct score by reading the item and notes and reviewing what each person saw. Discuss the indicator scores for each item. The group decides on a consensus score for each item. Remember, the group leader does not always have to be right. Try to keep a non-confrontational, open feeling in the group.
   - Record the consensus (correct) score on the Interrater Reliability Summary Sheet under the column “Consensus.”
   - After discussing the items where scores differ by more than one point, go over each item where scores are one point apart.

4. Calculating Interrater Reliability for Each Observer
   - Beginning with Item #1 compare the consensus score with the score for each participant. Put a circle around the participant’s quality score that is more than 1 point from the consensus score. Complete this process for each item. If the score is exactly the same or within 1 point of consensus do not circle the score.
   - Count the number of circled items and subtract from the total number of items scored. For example, Observer 1 has 5 out of 32 items scored incorrectly (32-5=27).
   - To compute the interrater reliability for Observer 1, divide the number of items scored correctly by the total number of items scored (27/32=84%).
   - Repeat this process for each observer.
### Activity: Question Time!

<table>
<thead>
<tr>
<th>Time</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Large group Q&amp;A</td>
</tr>
</tbody>
</table>

**Supplies**
- “Environment Rating Scales Observation Guidelines”
- ITERS-R with observation scores
- “Interrater Reliability Sheet”
- “Playground List”
- “USDA Meal Guidelines”
- “Additional Notes for Clarification of the ITERS-R”
- #2 pencils

**Instructions**
- Reconvene participants into the large group.
- Encourage discussion of unresolved questions and problems identified in small groups.

**Notes**
Closing: Incorporating the Environment Rating Scales Results into the Action Plan

*(Trainer: The format below is appropriate if you decide to only review, not implement the supplemental activity. If you choose to implement the supplemental activity, go to page 32.)*

<table>
<thead>
<tr>
<th>Time</th>
<th>10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Large group</td>
</tr>
</tbody>
</table>
| Supplies | • See pg. 39 of the Trainer’s Guide for the “Incorporating the Environment Rating Scales Results into the Action Plan” worksheet  
• See pg. 40 for the accompanying document, “SAMPLE Child Care Observation Letter”  
• See pg. 42 of the Trainer’s Guide for the “Action Plan” worksheet |
| Instructions | • Review the supplemental activity worksheets and accompanying document.  
• Explain that participants would also need their ITERS-R with observation scores to complete this activity. |
| Talking Points | • Explain that the supplemental activity in the participant’s packet can provide further training/practice for being a consultant using the ITERS-R.  
• Explain that the accompanying document in the participant’s packet is a sample letter written in response to a request from a child care teacher and/or director after hosting an ITERS-R observation group.  
• Explain that this type of letter should only be written upon request of the child care staff and it is not a requirement for completing an Environment Rating Scale observation. |
| Notes | |
Closing: Incorporating the Environment Rating Scales Results into the Action Plan
(Trainer: The format below is appropriate if you decide to implement the supplemental activity.)

<table>
<thead>
<tr>
<th>Time</th>
<th>30 minutes (Remember to revise the Estimated Time, Total Time, and Training Technique in the Overview of Training Session.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Small and large group discussion</td>
</tr>
</tbody>
</table>
| Supplies | Slide 20 from the Building Consultation Skills: Child Care Health Consultation Slide Presentation  
See pg. 39 of the Trainer’s Guide for the “Incorporating the Environment Rating Scales Results into the Action Plan” worksheet  
See pg. 40 for the accompanying document, “SAMPLE Child Care Observation Letter”  
See pg. 42 of the Trainer’s Guide for the “Action Plan” worksheet  
ITERS-R with observation scores |
| Instructions | Ask the participants to sit with their partner(s) from their ITERS-R debriefing session.  
Review the first four stages of consultation using the below slide/overhead.  
Point participants to the “Incorporating the Environment Rating Scales Results into the Action Plan” and “Action Plan” worksheet in the participant’s packet.  
Instruct participants to identify three items (or indicators if the items don’t meet the criteria) with high programming scores (scores of 5-7) and three items/indicators with low programming scores (scores of 1-3) from their ITERS-R observation.  
Ask the participants to review the strengths of the child care facility, then the items/indicators that need improvements.  
Using the “Action Plan” worksheet, ask participants to develop an Action Plan that would address the items/indicators that need improvements. Encourage the participants to consider how the child care facility can use their identified strengths when implementing the Action Plan.  
Invite participants to return to the large group.  
Ask participants to share with the group how they used the identified items with high programming scores to support the Director/Child Care Staff when discussing the Action Plan.  
Afterwards, review the accompanying document (“SAMPLE Child Care Observation Letter”) in the participant’s packet. |
Talking Points | Stages of Consultation
---|---

- There are four initial stages for consultation:
  1. **Prepare**: This include developing an introductory statement, assessing your personal expertise and problem solving skills, and deciding which team members can best address the consultee’s needs.
  2. **Build the Relationship**: After presenting an introductory statement, the CCHC should make efforts to build a good working relationship with the consultee(s). This includes getting information about the program’s philosophy, staff roles and responsibilities, the types of families served, and any current relationships the program has with other health and/or regulatory professionals.
  3. **Assess the Situation**: Once a good relationship has begun, the CCHC can begin to focus on specific needs.
  4. **Identify the Problem**: Problem-solving is the heart of the consultation process.

- It is important to understand the current child care situation so that practical recommendations can be made for improvement. Thus, the ITERS-R is an essential tool for consultation in that it can be used specifically during consultation stages 3 and 4.
- The “Action Plan” worksheet can also be used in the 5th, 6th and 7th stages of consultation.
- The accompanying document in the participant’s packet is a sample letter written in response to a request from a child care teacher and/or director after hosting an ITERS-R observation group.
- This type of letter should only be written upon request of the child care staff and it is not a requirement for completing an Environment Rating Scale observation.
- This handout is for your use should you be asked to write a letter such as this in the future.
### Learning Assessment

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Individual/large group</td>
</tr>
</tbody>
</table>
| Instructions | • Show slide 23.  
• Ask participants to write down their responses to these two questions.  
• State that their responses will be collected at the end of the session.  
• If there is enough time, participants could be asked to share their responses with the large group.  
• Use this as an opportunity to provide resources for further learning. |

#### Talking Points

**Learning Assessment**

Let’s take a moment to review what we have learned. Please write down:

- List two ways that a CCHC can use the Environment Rating Scales in consultation with child care programs.
- Describe two ways that the Environment Rating Scales should NOT be used.

### Evaluation of Trainer

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Technique</td>
<td>Individual</td>
</tr>
</tbody>
</table>
| Instructions | • Show slide 24. (Placeholder slide not printed here.)  
• Ask participants to complete the “Evaluation of Trainer Form” at this time.  
• Inform participants that the evaluations are anonymous.  
• Explain that the evaluation results provide you with information about the effectiveness of the training and that information collected from the evaluation will be used to improve the training.  
• Allow participants 5 minutes to complete the evaluation.  
• Collect forms. |

### Notes
MATERIALS FOR PARTICIPANT’S PACKET

Activities
The following activity, “Basic Components of Quality of Life for Early Childhood Education Programs”, is related to quality in child care. It is part of this eight hour, 55 minute-long presentation that has been designed on this topic. This activity is to be used in association with the Introductions/Icebreaker/Opening that begins the training session.

The remaining activity, “Incorporating the Environment Rating Scales Results into the Action Plan”, is to be introduced to participants as a supplemental activity at the end of the training session, or included in your training if you have additional time. Regardless of how it is incorporated into the training session, your audience analysis and training objectives will help you determine which of these activities are most appropriate for your group. The “SAMPLE Child Care Observation Letter” is referred to in the supplemental activity.

Any of the following may be printed and included in a participant’s packet or as handouts to be distributed to the group. You may wish to white out the existing page numbers and write in your own, or you may print each activity on different colors of paper for easy reference by your participants.

Consultation Forms
This section also includes five forms developed by The North Carolina Technical Assistance Preschool Partnership (formerly Partnerships for Inclusion). (NC-TAPP, a statewide technical assistance project with offices in the western, central, and eastern regions of North Carolina, provides training and consultation to support the inclusion of young children with disabilities, ages birth through five, in all aspects of community life.) These forms may be used by child care health consultants during the consultation process. If you have additional time, you may want to train participants on how to use each of these forms:

“Action Plan”: This form is included in the “Incorporating the Environment Rating Scales Results into the Action Plan” activity. It can be used to map out short- and long-term plans to meet the needs of a consultee. This form can serve as a useful tool for both the consultant and the consultee in understanding the steps that will be taken during the consultation process.

“Consultant On-site Consultation Checklist”: This form can be used to document each meeting between the consultant and consultee. As the relationship progresses and more contacts are made between the consultant and consultee, this form will help both parties follow-up on consultation steps.

“Consultant On-site Consultation Checklist”: This form can serve as a guide for what steps the consultant covers during consultation sessions with the consultee(s).

“Consultees’ On-site Consultation Checklist”: This form can be given to the consultee(s) to serve as a guide for what steps are covered during consultation sessions with the consultant.

“Participant Evaluation of Consultation”: This form can be used by the consultant to solicit feedback from the consultee about the consultation process at any point.
For more information, the North Carolina Technical Assistance Preschool Project’s website can be accessed at: http://projects.fpg.unc.edu/~pfi/

**Evaluation of Trainer**
The “Evaluation of Trainer Form” at the end of this material should be printed and distributed to each participant for feedback on various aspects of your training.

**Cover Page**
The cover page may be printed and used as a cover page for the activities, slide/overhead handout, evaluation form and any additional materials you wish to provide as part of a participant’s packet. If your participant’s packet contains several activities and handouts, you may want to create a table of contents to guide participants through the materials.
ACTIVITY: Basic Components of Quality of Life for Early Childhood Education Programs

Instructions: This worksheet outlines the basic components of quality of life for early childhood education programs. Please take a few minutes to fill in the blanks with the answer you believe to be appropriate. You may work individually or in pairs. We will come together as a large group to review the answers.

I. Protection
   A. Health
      1. Nutrition and physical activity
      2. Sanitation
      3. Personal hygiene, oral health, self help
      4. Measures to reduce ____________ in group settings (e.g., handwashing)
      5. Parent/guardian ________ materials and referrals

   B. Safety
      1. Precautions to avoid __________ from mishaps (e.g., playground surfacing)
      2. Precautions to avoid injury from __________ behavior
      3. Supervision
      4. Prevention of ________ and ________
      5. Parent/guardian education materials and referrals

II. Building relationships
   A. With children
      1. Separation from ____________
      2. Continuity of care; primary caregiver
      3. Positive approaches to discipline
      4. Development of ________ skills

   B. With parents/guardians
      1. Opportunities for communication
      2. Building ________ over time
      3. Parent/guardian communication and education
      4. Anti-bias approach, ________ competency
      5. Tuned in to the child’s family and ________

III. Opportunities for stimulation and learning
   A. Variety of ________ activities

   B. Appropriate for group and ________ needs

   C. Many open-ended materials

   D. Schedule that handles routines gracefully and leaves ample time for ________

   E. Concepts brought out of play

(Adapted from Harms T. Basic components of quality of life for early childhood education programs. Unpublished 1997, reproduced with permission)
ACTIVITY: Incorporating the Environment Rating Scales Results into the Action Plan

Instructions:
The purpose of this worksheet is to prepare for completing the Action Plan. In the appropriate space below, identify three items with high programming scores (scores of 5-7) and three items with low programming scores (scores of 1-3) from your ITERS-R observation. If you are unable to identify 3 Items that fit the criteria, then look for Indicators that meet the criteria.

(Examples): 1. Item 1: Indoor Space
   Indicator 3.4: Space is reasonably clean and well-maintained

   2. Item 28: Discipline
   Indicator 5.2: Positive methods of discipline used effectively

Summary: Infant/Toddler Environmental Rating Scale-Revised

Consultee(s): ___________________________  Program: ___________________________
Consultant: _____________________________  Classroom: __________________________
Date of Observation: ______________________

A. Items or Indicators with High (ITERS-R scores of 5-7) programming scores:

   1.

   2.

   3.

B. Items or Indicators with Low (ITERS-R scores of 1-3) programming scores:

   1.

   2.

   3.

Notes:
SAMPLE Child Care Observation Letter

TO: (Child Care Teacher’s name)

FROM: (Your name and contact information)

SUBJ: ITERS-R observation

DATE: (Date of observation)

Allow me to thank you again for permitting me to visit your classroom. As was explained prior to my visit, the observation was a training session for me, not a formal evaluation of your classroom. This training experience also offers me an opportunity to practice providing feedback about my observations. To do this, I am writing this letter to describe what stands out in my mind during the time I spent in one of your classrooms on (Date). Please be assured the information I gathered during my observation and the information in this letter will be handled confidentially.

[You want to start off with several positive statements. For example:] My impression was that your classroom is a positive learning environment for young children. [Next list areas of the rating scale where a score of 5 or better was achieved. An example might include] I was impressed with how you help children understand and use language, read books, and add to their vocabulary. [All of these relate to the Language-Reasoning subscale.]

[You should try to give positive comments on several subscales. The following is an example for the Interaction subscale.] You helped intervene when potential problematic situations occurred between children and demonstrated positive interaction for them. I felt your discipline techniques (redirecting, getting duplicate toys and using the same rules and methods consistently) were age-appropriate.

[We would also suggest giving feedback on the Activities subscale. You might include statements such as:] There were an abundance of fine motor materials, non-toxic art supplies, musical instruments, blocks and dress-up clothes. I liked the pretend play props you had and that you encouraged the children to “go to work” and “cook supper.” I also noted the presence of multi-cultural messages in the classroom, including books, music, dolls and pictures.

[You might want to next describe some areas where improvements could be made. This is where consultants can make the biggest impact. For example you could say:] To make your classroom an even better place for children, you may want to think about modifying a couple of things. The shelf for storing blocks prevents easy visual supervision of all children. You may want to reposition it to remove the barrier. I would also suggest that you add 3D child created displays at eye level for the children to look at. Your cozy area looked really comfortable but was also used for active play. You might want to be more consistent with your messages to the children that the cozy area is for reading or quiet play. [These items address Space and Furnishings subscale.]
[Most programs score low on personal care routines that include the health and safety items. Therefore, you should address the Personal Care Routines subscale at some point in the letter. For example:] I would recommend two things related to health and safety. The first is related to safety practices. The second is the importance of handwashing. Regarding safety practices, there is an outlet near the refrigerator that doesn’t have a cover. Outside, I noticed there is an entrapment hazard on the rope ladder of one of the structures. A child could get stuck while another is climbing. These should be looked at very soon.

[There is always room to address hand washing! Here is an example of how to do that:] There were several lapses of handwashing during breakfast, toileting/diapering and at other times. It is recommended that handwashing be done with liquid soap and running water for at least 10 seconds. Examples of when handwashing is necessary are upon arrival to the program, after handling your own or a child’s bodily fluids, before feeding another child and after handling garbage. Coughing into one’s elbow (as opposed to one’s hand) has also been used as a way to cut down on the spread of germs. Contaminated hands were used to wipe children’s faces, open and close supply boxes, turn on the faucet and get soap for the children. I realize it is difficult to be 100% compliant on keeping hands and surfaces clean, but I want to remind you of its importance in maintaining staff health and that of the children.

[We suggest closing with a positive statement and an invitation to talk in person about the observation. You could say,] Please keep in mind that these comments are based on less than a half-day’s experience in one of your classrooms. Things can change from day to day based on weather, teachers’ plans, child preferences and unexpected circumstances. Overall, I feel that you have a wonderful group of children and you are attentive to their needs. I enjoyed observing in your classroom. Thank you again for your help and I look forward to talking with you in person about my observation. I will be in touch.
### Consultation Forms

#### Action Plan

**Consultee(s):** ____________________________

**Program:** ____________________________

**Consultant:** ____________________________

**Classroom:** ____________________________

**Consultation Start Date:** ____ / ____ / ____  
**Consultation End Date:** ____ / ____ / ____

<table>
<thead>
<tr>
<th>Goals</th>
<th>Strategies</th>
<th>Responsible Person(s)</th>
<th>Start Date</th>
<th>Target Date</th>
<th>Completed Date</th>
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© North Carolina Technical Assistance Preschool Project • Frank Porter Graham Child Development Institute • The University of North Carolina at Chapel Hill
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</thead>
</table>

© North Carolina Technical Assistance Preschool Project • Frank Porter Graham Child Development Institute • The University of North Carolina at Chapel Hill
## Consultant On-site Consultation Checklist

**Date Accomplished**

### Step 1—Establish Relationship

- Identify potential consultees who have needs and request assistance.
- Arrange first visit.
- Describe on-site model of consultation to potential consultees. If stated need equals good match, begin consultation process.
- Gather information to construct an overall view of the program (history, mission, work culture)
- Build rapport and establish trust through continued visits.

### Step 2—Provide Training on Rating Scale

- Schedule rating scale training with consultees and other interested child care staff.
- Provide training on appropriate rating scale.
- Continue to discuss consultation process and roles.

### Step 3—Jointly Assess Needs

- Schedule time to administer scale (initial observation).
- Take “before” pictures (optional).
- Consultant administers rating scale.
- Consultees administer rating scale.

### Step 4—Develop Action Plan

- Meet with consultees to discuss rating scale results.
- Summarize consultees’ concerns and priorities related to assessment results.
- Identify themes and priorities on which to focus consultation.
- Develop Action Plan based on rating scale scores and assessment of needs through consensus meeting.
- Determine knowledge, skills, and resources needed to address Action Plan goals and strategies.
- Schedule meeting with consultees to begin work on Action Plan.
Consultant
On-site Consultation Checklist (continued)

Date Accomplished

**Step 5—Implement Action Plan**

- Continue to schedule meetings to work on goals outlined on Action Plan.
- Review Action Plan with consultees to monitor progress.
- Evaluate the effectiveness of the plan.
- Provide consultees with encouragement and support.
- Set date to end consultation.

**Step 6—Evaluate Changes**

- Schedule a time to re-administer rating scale to document change.
- Encourage consultees to schedule a time to re-administer rating scale to document change (optional).
- Take “after” pictures to compare with “before” pictures (optional).
- Administer scale (concluding observation).

**Step 7—Write Final Report**

- Write final report.
- Share final report with consultees.
- Share views about the consultation relationship and satisfaction with the consultation process.
- Consultees complete Participant Evaluation of Consultation.
- Congratulate the staff on a job well done!
- Congratulate yourself on a job well done!

**Step 8—Identify Future Needs**

Discuss future directions or additional needs with consultees. Refer to additional resources if indicated.
# Consultees
## On-site Consultation Checklist

**Date Accomplished**

<table>
<thead>
<tr>
<th>Step 1—Establish Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to description of on-site model of consultation given by consultant.</td>
</tr>
<tr>
<td>If stated need equals good match, begin consultation process.</td>
</tr>
<tr>
<td>Help the consultant develop a better understanding of your program (history, mission, work culture)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2—Receive Training on Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule training on environment rating scale with consultant.</td>
</tr>
<tr>
<td>Attend training on rating scale.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3—Jointly Assess Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule a time to administer scale (initial observation).</td>
</tr>
<tr>
<td>Take “before” pictures (optional).</td>
</tr>
<tr>
<td>Consultant administers scale.</td>
</tr>
<tr>
<td>Consultees administer scale.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4—Develop Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with consultant to discuss rating scale results. Share your scores, concerns, and priorities.</td>
</tr>
<tr>
<td>Develop Action Plan based on rating scale scores and assessment of needs through consensus meeting.</td>
</tr>
<tr>
<td>Consider knowledge, skills, and resources needed to address Action Plan goals and strategies.</td>
</tr>
<tr>
<td>Schedule meeting with consultant to begin work on Action Plan.</td>
</tr>
</tbody>
</table>
Date Accomplished

**Step 5—Implement Technical Assistance Plan**

- Continue to schedule meetings to work on goals outlined on the Action Plan.
- Review Action Plan with consultant to monitor progress.
- Set date to end consultation.

**Step 6—Evaluate Changes**

- Consultant schedules a time to re-administer scale to document change.
- Take “after” pictures to compare with “before” pictures (optional).
- Consultant administers scale (concluding observation).
- Consultees administer scale (optional).

**Step 7—Final Report**

- Review final report with consultant.
- Provide feedback about the consultation relationship and process.
- Complete Participant Evaluation of Consultation.
- Congratulations on a job well done!

**Step 8—Identify Future Needs**

- Discuss additional needs and future directions with consultant.
# Contact Summary

<table>
<thead>
<tr>
<th>Program</th>
<th>Consultee(s)</th>
<th>Consultant</th>
<th>Date</th>
</tr>
</thead>
</table>

## Type of Contact:
- [ ] On-site visit
- [ ] Telephone call
- [ ] Email or mail
- [ ] Other (specify) __________

## Contact Initiated by:
- [ ] Consultant
- [ ] Consultee(s)

## Duration (hrs: min)
- Prep __________
- Travel __________
- Contact __________

## Purpose of Contact

_______________________________________________________________________________________

## Summary of Activities and Discussion

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

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_______________________________________________________________________________________

## Decisions Reached

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

## Action Steps for Consultant

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________
Action Steps for Consultee(s)

Date of Next Contact
Participant Evaluation of Consultation

Please answer these questions regarding the quality of usefulness of our consultation process. Your objective opinions are appreciated to help improve the project.

Program: ___________________________ Consultant: ___________________________
Address: ___________________________ Consultation Start Date: _______________(Month/Day/Year)
City/State/Zip: ______________________ Consultation End Date: _______________(Month/Day/Year)
Telephone: (____) ____________________

Number of children in target room? ____________
Number of staff in target room? ____________

Please rate the consultation according to the following statements:
(please check the number that matches your rating)

<table>
<thead>
<tr>
<th>Satisfaction with Consultant</th>
<th>Poor</th>
<th>Adequate</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effectiveness of consultant in helping to define goals for consultation</td>
<td>○1 ○2 ○3 ○4 ○5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Effectiveness of consultant in assisting program to meet goals of consultation</td>
<td>○1 ○2 ○3 ○4 ○5</td>
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<tr>
<td>3. Appropriateness of materials and resources used in meeting needs of program</td>
<td>○1 ○2 ○3 ○4 ○5</td>
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<tr>
<td>4. Consultant’s level of expertise and knowledge of the content area and other related resources</td>
<td>○1 ○2 ○3 ○4 ○5</td>
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<tr>
<td>5. Consultant’s presence of organizational skills (e.g., leadership, group process, and problem-solving skills)</td>
<td>○1 ○2 ○3 ○4 ○5</td>
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<tr>
<td>6. Presence of Consultant’s interpersonal skills: related well showing supportiveness, openness, and flexibility</td>
<td>○1 ○2 ○3 ○4 ○5</td>
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</table>

Quality & Usefulness of Consultation

7. Extent to which consultation met your expectations | ○1 ○2 ○3 ○4 ○5 |
8. Overall quality of the consultation | ○1 ○2 ○3 ○4 ○5 |
9. Contribution of consultation to the quality of your program or services | ○1 ○2 ○3 ○4 ○5 |

10. What was your purpose in seeking consultation? ____________________________

11. What changes were made as a result of the consultation? ____________________________

12. Were there some aspects of the consultation that were particularly strong and/or useful? • Yes • No
   If Yes, please describe: ____________________________________________________________

13. Were there some aspects of the consultation that were weak or not useful? • Yes • No
   If Yes, please describe: ____________________________________________________________

14. Would you recommend the services of this consultant to another program? • Yes • No
National Training Institute for Child Care Health Consultants
Evaluation of Trainer Form

Using the rating scale below, please evaluate the Trainer’s presentation skills.
1= unsatisfactory     2= below average     3=average      4=above average     5=outstanding     NA=non-applicable

<table>
<thead>
<tr>
<th>Training Content</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
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<tbody>
<tr>
<td>Introduction and opening</td>
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<tr>
<td>Accuracy of information</td>
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<td>Usefulness of information</td>
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<td>Clear presentation of training objectives</td>
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<td>Fulfillment of training objectives</td>
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<td>Organization of training content</td>
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<tr>
<td>Closing</td>
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<thead>
<tr>
<th>Training Techniques: Methods, Media, &amp; Materials</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
<th>NA</th>
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<tr>
<td>Flip chart</td>
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<td>Handouts</td>
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<td>Overhead transparencies</td>
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<td>PowerPoint slides</td>
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<td>Video</td>
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<td>Other (specify):</td>
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<tr>
<th>Training Techniques: Activities</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Clear instructions</td>
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<td>Usefulness</td>
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<tr>
<td>Opportunities for interaction among participants</td>
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<tr>
<th>Delivery of Content</th>
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<tr>
<td>Enthusiasm</td>
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<td>Voice projection</td>
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<td>Clarity and professionalism of voice</td>
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<td>Word choice</td>
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<td>Pace of presentation</td>
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<td>Eye contact</td>
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### Facilitation Skills

Please rate the Trainer on the following skills:

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<thead>
<tr>
<th>Skill</th>
<th>1</th>
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<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Time management</td>
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<tr>
<td>Manner of answering questions</td>
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<td>Manner of handling difficult behaviors of participants</td>
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<tr>
<td>Ability to engage all participants</td>
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Please take a moment to answer the following questions:

What did you like most about this training?

What can the Trainer do to improve this training?

Was this the most effective way to present this material? Please explain.

Do you have any suggestions for other methods to present the material?

Thank you.