

SCORESHEET

Infant/Toddler Environment Rating Scale—Third Edition

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Observer: _____ Observer Code: ____ ____ ____

Center/School: _____ Center Code: ____ ____ ____

Room: _____ Room Code: ____ ____

Teacher(s): _____ Teacher Code: ____ ____

Date of Observation: ____ ____ / ____ ____ / ____ ____
m m d d y y

Birthdates of children enrolled: youngest ____ ____ / ____ ____ / ____ ____
m m d d y y
oldest ____ ____ / ____ ____ / ____ ____
m m d d y y

Number of staff present: ____ ____

Number of children enrolled: ____ ____

Highest number of children center allows in class at one time: ____ ____

Highest number of children present during observation: ____ ____

How many children have been enrolled within the last month? ____ ____

Number of children with identified disabilities: ____ ____

Check type(s) of disability:

- ☐ physical/sensory ☐ cognitive/language
☐ social/emotional ☐ other: _____

Number of children 0 through 5 months of age: ____

6 through 11 months of age: ____

12 through 17 months of age: ____

18 through 23 months of age: ____

24 through 29 months of age: ____

30 months of age and older: ____

Does this classroom have access to outdoor space? Y N

(If yes, ask staff to point it out to you so you can see it before you leave if the class does not go outside today)

Time observation began: ____ ____ : ____ ____ ☐ AM ☐ PM

Time observation ended: ____ ____ : ____ ____ ☐ AM ☐ PM

SPACE AND FURNISHINGS

1. Indoor space

1 2 3 4 5 6 7

3.5, 7.2. Accessibility:

Y	N	Y	N	Y	N	Y	N				
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐						
1.4	☐	☐	3.4	☐	☐						
			3.5	☐	☐						

2. Furnishings for care, play, and learning

1	2	3	4	5	6	7
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Y N

1.1 ☐ ☐1.2 ☐ ☐1.3 ☐ ☐1.4 ☐ ☐

Y N NA

3.1 ☐ ☐3.2 ☐ ☐3.3 ☐ ☐3.4 ☐ ☐3.5 ☐ ☐ ☐

Y N NA

5.1 ☐ ☐5.2 ☐ ☐ ☐5.3 ☐ ☐

Y N NA

7.1 ☐ ☐7.2 ☐ ☐ ☐7.3 ☐ ☐ ☐

7.2. Child-sized tables and chairs?

3. Room arrangement

1	2	3	4	5	6	7
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Y N

1.1 ☐ ☐1.2 ☐ ☐

Y N NA

3.1 ☐ ☐3.2 ☐ ☐3.3 ☐ ☐3.4 ☐ ☐3.5 ☐ ☐ ☐

Y N NA

5.1 ☐ ☐5.2 ☐ ☐5.3 ☐ ☐ ☐

Y N NA

7.1 ☐ ☐7.2 ☐ ☐7.3 ☐ ☐7.4 ☐ ☐ ☐

3.1. Furnishings

3.1, 3.5, 5.1, 5.3. Play area?

5.1. Interest centers?

7.4. Cozy area? { Y / N }

4. Display for children

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Y N

1.1 ☐ ☐1.2 ☐ ☐1.3 ☐ ☐

Y N NA

3.1 ☐ ☐3.2 ☐ ☐3.3 ☐ ☐ ☐3.4 ☐ ☐

Y N

5.1 ☐ ☐5.2 ☐ ☐5.3 ☐ ☐5.4 ☐ ☐

Y N

7.1 ☐ ☐7.2 ☐ ☐7.3 ☐ ☐

A. Subscale (Items 1–4) Score ____

B. Number of Items scored ____

SPACE AND FURNISHINGS Average Score (A ÷ B) ____

PERSONAL CARE ROUTINES

5. Meals/snacks

1	2	3	4	5	6	7
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Y	N	Y	N	Y	N	Y	N	NA			
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
1.4	☐	☐	3.4	☐	☐	5.4	☐	☐	7.4	☐	☐
1.5	☐	☐	3.5	☐	☐	5.5	☐	☐	7.5	☐	☐

1.3, 3.3, 5.3. Handwashing: (√ = yes, X = no, p = partial)

	Children		Adults
Before eating		Before food prep, feeding	
After eating		After feeding	

Same sink used? { Y / N }

Sink sanitized? { Y / N }

Tables/highchair tray washed, sanitized? { Y / N }

7.5. Math talk two times?

6. Diapering/toileting

1	2	3	4	5	6	7
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Y	N	Y	N	Y	N	Y	N	
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐
1.4	☐	☐	3.4	☐	☐	5.4	☐	☐

1.1, 3.1. Diapering procedure (every adult observed): (√ = yes, X = no, p = partial)

Prep																				
Proper disposal																				
Wipe child's hands																				
Wipe adult's hands																				
Sanitize diaper area																				
Same sink sanitized																				

Other issues:

1.1, 3.1. Same sink sanitized? (y/n)

1.1, 3.1. Handwashing? (y/n/p) p=partial.

Adult																				
Child																				

5.4, 7.3. Teaching interactions? (twice for 5.4; every child included in table above for 7.3)

7. Health practices

1 2 3 4 5 6 7

Y	N	NA	Y	N	NA	Y	N	NA	Y	N	
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
1.4	☐	☐	3.4	☐	☐	5.4	☐	☐			
1.5	☐	☐	3.5	☐	☐	5.5	☐	☐			

1.2, 3.2, 5.2. Handwashing observations: (✓ = yes, X = no, p = partial)

	Children	Adults
Upon arrival in class or re-entry from outside		
Before water; after sand, water, messy play		
After dealing with bodily fluids		
After touching pets or contaminated objects		

1.3, 3.3, 5.3. Cots/cribs separation? (<18", 18–36", 36"+)

5.5, 7.3. Teaching interactions? (three times for 5.5, most children for 7.3)

8. Safety practices

1 2 3 4 5 6 7

Y	N	NA	Y	N	NA	Y	N	Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	7.1	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	7.2	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	7.3	☐
1.4	☐	☐	3.4	☐	☐	5.4	☐	7.4	☐

1.1, 1.2, 3.1, 3.2, 5.1, 7.1. Safety hazards:

	Major	Minor
Indoors		
Outdoors		

5.4. Simple explanations for safety rules?

A. Subscale (Items 5–8) Score ____

B. Number of Items scored ____

PERSONAL CARE ROUTINES Average Score (A ÷ B) ____

LANGUAGE AND BOOKS

9. Talking with children

1	2	3	4	5	6	7
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3.4, 7.2. Examples of observed verbal play?

Y N	Y N	Y N	Y N
1.1 ☐ ☐	3.1 ☐ ☐	5.1 ☐ ☐	7.1 ☐ ☐
1.2 ☐ ☐	3.2 ☐ ☐	5.2 ☐ ☐	7.2 ☐ ☐
1.3 ☐ ☐	3.3 ☐ ☐	5.3 ☐ ☐	
1.4 ☐ ☐	3.4 ☐ ☐		

10. Encouraging vocabulary development

1	2	3	4	5	6	7
---	---	---	---	---	---	---

5.3. Talk about topics other than “here and now”? (2 examples):

Y N	Y N	Y N	Y N
1.1 ☐ ☐	3.1 ☐ ☐	5.1 ☐ ☐	7.1 ☐ ☐
1.2 ☐ ☐	3.2 ☐ ☐	5.2 ☐ ☐	7.2 ☐ ☐
1.3 ☐ ☐	3.3 ☐ ☐	5.3 ☐ ☐	7.3 ☐ ☐
		5.4 ☐ ☐	

5.4. Comparisons used to help understand words? (2 examples):

7.2. Staff explain meaning of words? (2 examples):

11. Responding to children’s communication

1	2	3	4	5	6	7
---	---	---	---	---	---	---

5.4. Staff supply words for children? (observe twice):

Y N	Y N	Y N	Y N NA
1.1 ☐ ☐	3.1 ☐ ☐	5.1 ☐ ☐	7.1 ☐ ☐
1.2 ☐ ☐	3.2 ☐ ☐	5.2 ☐ ☐	7.2 ☐ ☐
1.3 ☐ ☐	3.3 ☐ ☐	5.3 ☐ ☐	7.3 ☐ ☐ ☐
	3.4 ☐ ☐	5.4 ☐ ☐	

7.3. Examples of staff adding words/ideas (observe twice):

12. Encouraging children to communicate				1 2 3 4 5 6 7	3.1, 5.1, 7.1. Examples of staff initiating conversations (3 times for 3.1, throughout the observation for 5.1, with most children for 7.1) 7.2. Examples of staff asking appropriate questions:																						
<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Y N</td> <td style="text-align: center;">Y N</td> <td style="text-align: center;">Y N</td> <td style="text-align: center;">Y N</td> </tr> <tr> <td>1.1 ☐ ☐</td> <td>3.1 ☐ ☐</td> <td>5.1 ☐ ☐</td> <td>7.1 ☐ ☐</td> </tr> <tr> <td>1.2 ☐ ☐</td> <td>3.2 ☐ ☐</td> <td>5.2 ☐ ☐</td> <td>7.2 ☐ ☐</td> </tr> <tr> <td>1.3 ☐ ☐</td> <td>3.3 ☐ ☐</td> <td>5.3 ☐ ☐</td> <td>7.3 ☐ ☐</td> </tr> <tr> <td></td> <td>3.4 ☐ ☐</td> <td>5.4 ☐ ☐</td> <td></td> </tr> </table>	Y N	Y N	Y N	Y N	1.1 ☐ ☐	3.1 ☐ ☐	5.1 ☐ ☐	7.1 ☐ ☐	1.2 ☐ ☐	3.2 ☐ ☐	5.2 ☐ ☐	7.2 ☐ ☐	1.3 ☐ ☐	3.3 ☐ ☐	5.3 ☐ ☐	7.3 ☐ ☐		3.4 ☐ ☐	5.4 ☐ ☐								
Y N	Y N	Y N	Y N																								
1.1 ☐ ☐	3.1 ☐ ☐	5.1 ☐ ☐	7.1 ☐ ☐																								
1.2 ☐ ☐	3.2 ☐ ☐	5.2 ☐ ☐	7.2 ☐ ☐																								
1.3 ☐ ☐	3.3 ☐ ☐	5.3 ☐ ☐	7.3 ☐ ☐																								
	3.4 ☐ ☐	5.4 ☐ ☐																									
13. Staff use of books with children				1 2 3 4 5 6 7	1.4. Any inappropriate books (violent, frightening)? { Y / N } 5.1. Books used with small groups? { Y / N } (observe once) 5.3. Point out and name pictures for different children? Child 1. Child 2. 5.4. Read text in book? 7.1. Informal book use?: Child 1. Child 2. 7.2. Encourage children to be actively involved in use of books?: Child 1. Child 2. 7.3. Point out print with finger?																						
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Y N	Y N	Y N	Y N NA																								
1.1 ☐ ☐	3.1 ☐ ☐	5.1 ☐ ☐	7.1 ☐ ☐																								
1.2 ☐ ☐	3.2 ☐ ☐	5.2 ☐ ☐	7.2 ☐ ☐																								
1.3 ☐ ☐	3.3 ☐ ☐	5.3 ☐ ☐	7.3 ☐ ☐ ☐																								
1.4 ☐ ☐	3.4 ☐ ☐	5.4 ☐ ☐																									
		5.5 ☐ ☐																									
14. Encouraging children's use of books				1 2 3 4 5 6 7	7.2. Extended positive interaction for child who uses book independently?																						
<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Y N</td> <td style="text-align: center;">Y N NA</td> <td style="text-align: center;">Y N NA</td> <td style="text-align: center;">Y N NA</td> </tr> <tr> <td>1.1 ☐ ☐</td> <td>3.1 ☐ ☐</td> <td>5.1 ☐ ☐</td> <td>7.1 ☐ ☐</td> </tr> <tr> <td>1.2 ☐ ☐</td> <td>3.2 ☐ ☐</td> <td>5.2 ☐ ☐</td> <td>7.2 ☐ ☐ ☐</td> </tr> <tr> <td>1.3 ☐ ☐</td> <td>3.3 ☐ ☐ ☐</td> <td>5.3 ☐ ☐ ☐</td> <td>7.3 ☐ ☐ ☐</td> </tr> </table>	Y N	Y N NA	Y N NA	Y N NA	1.1 ☐ ☐	3.1 ☐ ☐	5.1 ☐ ☐	7.1 ☐ ☐	1.2 ☐ ☐	3.2 ☐ ☐	5.2 ☐ ☐	7.2 ☐ ☐ ☐	1.3 ☐ ☐	3.3 ☐ ☐ ☐	5.3 ☐ ☐ ☐	7.3 ☐ ☐ ☐											
Y N	Y N NA	Y N NA	Y N NA																								
1.1 ☐ ☐	3.1 ☐ ☐	5.1 ☐ ☐	7.1 ☐ ☐																								
1.2 ☐ ☐	3.2 ☐ ☐	5.2 ☐ ☐	7.2 ☐ ☐ ☐																								
1.3 ☐ ☐	3.3 ☐ ☐ ☐	5.3 ☐ ☐ ☐	7.3 ☐ ☐ ☐																								
A. Subscale (Items 9–14) Score ____ B. Number of Items scored ____ LANGUAGE AND BOOKS Average Score (A ÷ B) ____																											

ACTIVITIES

15. Fine motor

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Y N	Y N	Y N	Y N
1.1 ☐ ☐	3.1 ☐ ☐	5.1 ☐ ☐	7.1 ☐ ☐
1.2 ☐ ☐	3.2 ☐ ☐	5.2 ☐ ☐	7.2 ☐ ☐
1.3 ☐ ☐	3.3 ☐ ☐	5.3 ☐ ☐	7.3 ☐ ☐
	3.4 ☐ ☐	5.4 ☐ ☐	

1.1, 3.1, 5.1. Materials for infants:

Materials for toddlers:

7.2. Examples of staff showing extended interest in activities? (observe for 2 children):

Child 1.

Child 2.

7.3. Examples of staff using comments/questions about concepts? (observe for 2 children):

Child 1.

Child 2.

16. Art

1	2	3	4	5	6	7	NA
---	---	---	---	---	---	---	----

Y N	Y N NA	Y N NA	Y N NA
1.1 ☐ ☐	3.1 ☐ ☐ ☐	5.1 ☐ ☐ ☐	7.1 ☐ ☐
1.2 ☐ ☐	3.2 ☐ ☐	5.2 ☐ ☐	7.2 ☐ ☐
1.3 ☐ ☐	3.3 ☐ ☐	5.3 ☐ ☐	7.3 ☐ ☐
	3.4 ☐ ☐	5.4 ☐ ☐	7.4 ☐ ☐ ☐
	3.5 ☐ ☐		

1.2. Toxic/unsafe art materials used? { Y / N }

3.4. Name colors? (example):

5.3. Talk about art? (2 examples):

Child 1.

Child 2.

7.1. Teach concepts ?(1 example):

7.2. Teach appropriate use of materials? (1 example):

7.3. Talk extensively about art? (2 examples):

Child 1.

Child 2.

7.4. Write captions?

17. Music and movement

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Y N	Y N NA	Y N NA	Y N NA
1.1 ☐ ☐	3.1 ☐ ☐	5.1 ☐ ☐	7.1 ☐ ☐ ☐
1.2 ☐ ☐	3.2 ☐ ☐	5.2 ☐ ☐	7.2 ☐ ☐
1.3 ☐ ☐	3.3 ☐ ☐	5.3 ☐ ☐ ☐	7.3 ☐ ☐
	3.4 ☐ ☐ ☐		

3.1, 5.1. List number of musical toys/instruments:

5.2. Individualized activities? (1 example):

7.2. Draw attention to features of music?(1 example):

18. Blocks

1	2	3	4	5	6	7
---	---	---	---	---	---	---

	Y	N		Y	N	NA		Y	N	NA		Y	N	NA	
1.1	☐	☐		3.1	☐	☐		5.1	☐	☐		7.1	☐	☐	
1.2	☐	☐		3.2	☐	☐	☐	5.2	☐	☐		7.2	☐	☐	☐
				3.3	☐	☐		5.3	☐	☐	☐	7.3	☐	☐	
								5.4	☐	☐		7.4	☐	☐	

3.1, 5.1, 7.1. Numbers and types of blocks:

5.2. Blocks and accessories organized by type? { Y / N }

5.4. Talk about block play? (2 examples):

7.3. Talk about concepts? (1 example):

7.4. Staff model and describe building? (1 example):

19. Dramatic play

1	2	3	4	5	6	7
---	---	---	---	---	---	---

	Y	N		Y	N		Y	N	NA		Y	N	NA		
1.1	☐	☐		3.1	☐	☐		5.1	☐	☐		7.1	☐	☐	
1.2	☐	☐		3.2	☐	☐		5.2	☐	☐	☐	7.2	☐	☐	☐
				3.3	☐	☐		5.3	☐	☐	☐	7.3	☐	☐	
				3.4	☐	☐		5.4	☐	☐					

3.1, 5.1. Dramatic play materials:

Infants and toddlers:

Dolls–

Soft animals–

Toy telephones–

Pots & pans–

Toddlers and older:

Dress-ups–

Child-sized play furniture–

Play foods–

Dishes/eating utensils–

Doll furniture–

Small play buildings and accessories–

3.4. Staff name objects?

Child 1.

Child 2.

5.4. Staff interaction?

Child 1.

Child 2.

7.3. Staff join play and add language?

Child 1.

Child 2.

Child 3.

20. Nature/science

1	2	3	4	5	6	7
---	---	---	---	---	---	---

	Y	N		Y	N		Y	N	NA		Y	N	NA
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	☐	7.1	☐	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐		7.2	☐	☐	
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐		7.3	☐	☐	
						5.4	☐	☐	☐	7.4	☐	☐	

5.2. *Living* plants or animals?

5.3. Staff talk about nature/science materials and experiences? (1 example):

7.3. Staff draw attention to nature/science? (3 examples):

21. Math/number

1	2	3	4	5	6	7
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	Y	N		Y	N		Y	N	NA
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐	
						5.4	☐	☐	

3.3. Staff point and count each item?

5.2. Staff compare quantities or shape? (1 example):

5.3. Staff count objects in engaging way? (2 examples):

5.4. Staff use number songs/chants/rhymes/finger plays? (1 example):

7.1. Staff help twos and older become aware of printed numbers? (1 example):

7.3. Staff show number of fingers when using number talk? (1 example):

22. Appropriate use of technology

1	2	3	4	5	6	7	NA
---	---	---	---	---	---	---	----

	Y	N	NA		Y	N	NA		Y	N	NA		Y	N
1.1	☐	☐		3.1	☐	☐		5.1	☐	☐		7.1	☐	☐
1.2	☐	☐	☐	3.2	☐	☐	☐	5.2	☐	☐	☐	7.2	☐	☐
1.3	☐	☐	☐	3.3	☐	☐	☐	5.3	☐	☐				

23. Promoting acceptance of diversity

1	2	3	4	5	6	7
---	---	---	---	---	---	---

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐						
			3.4	☐	☐						

7.1. Staff affirm children's individuality? (examples):

7.2. Diversity observed as part of learning activities? (1 example):

24. Gross motor

1	2	3	4	5	6	7
---	---	---	---	---	---	---

	Y	N		Y	N	NA		Y	N	NA		Y	N	NA
1.1	☐	☐	3.1	☐	☐		5.1	☐	☐		7.1	☐	☐	
1.2	☐	☐	3.2	☐	☐	☐	5.2	☐	☐	☐	7.2	☐	☐	
1.3	☐	☐	3.3	☐	☐		5.3	☐	☐		7.3	☐	☐	☐
			3.4	☐	☐						7.4	☐	☐	
			3.5	☐	☐									

1.2, 1.3, 3.3, 5.3, 7.4. Appropriate equipment/materials?

For all other indicators look at indoor/outdoor space.

A. Subscale (Items 15–24) Score ____

B. Number of Items scored ____

ACTIVITIES Average Score (A ÷ B) ____

INTERACTION

25. Supervision of gross motor play

1	2	3	4	5	6	7
---	---	---	---	---	---	---

7.1. Staff initiate vigorous gross motor activity?

Y N	Y N	Y N	Y N
1.1 ☐ ☐	3.1 ☐ ☐	5.1 ☐ ☐	7.1 ☐ ☐
1.2 ☐ ☐	3.2 ☐ ☐	5.2 ☐ ☐	7.2 ☐ ☐
1.3 ☐ ☐	3.3 ☐ ☐	5.3 ☐ ☐	
1.4 ☐ ☐			

7.2. Staff help develop new skills?

26. Supervision of play and learning (non-gross motor)

1	2	3	4	5	6	7
---	---	---	---	---	---	---

5.4. Staff initiate new activities or experiences? (2 examples):

Child 1.

Child 2.

Y N	Y N	Y N	Y N
1.1 ☐ ☐	3.1 ☐ ☐	5.1 ☐ ☐	7.1 ☐ ☐
1.2 ☐ ☐	3.2 ☐ ☐	5.2 ☐ ☐	7.2 ☐ ☐
1.3 ☐ ☐	3.3 ☐ ☐	5.3 ☐ ☐	7.3 ☐ ☐
		5.4 ☐ ☐	7.4 ☐ ☐

7.2. Individualized supervision?

27. Peer interaction

1	2	3	4	5	6	7
---	---	---	---	---	---	---

7.1. Staff talk about actions, intentions, or feelings? (observe 2 examples):

1.

2.

Y N	Y N	Y N	Y N
1.1 ☐ ☐	3.1 ☐ ☐	5.1 ☐ ☐	7.1 ☐ ☐
1.2 ☐ ☐	3.2 ☐ ☐	5.2 ☐ ☐	7.2 ☐ ☐
	3.3 ☐ ☐	5.3 ☐ ☐	
		5.4 ☐ ☐	

7.2. Staff talk about positive social interaction? (observe 1 example):

28. Staff-child interaction				1 2 3 4 5 6 7
Y N Y N Y N Y N 1.1 ☐ ☐ 1.2 ☐ ☐ 1.3 ☐ ☐ 3.1 ☐ ☐ 3.2 ☐ ☐ 5.1 ☐ ☐ 5.2 ☐ ☐ 5.3 ☐ ☐ 5.4 ☐ ☐ 7.1 ☐ ☐ 7.2 ☐ ☐				
29. Providing physical warmth/touch				1 2 3 4 5 6 7
Y N Y N Y N Y N 1.1 ☐ ☐ 1.2 ☐ ☐ 1.3 ☐ ☐ 3.1 ☐ ☐ 3.2 ☐ ☐ 3.3 ☐ ☐ 3.4 ☐ ☐ 5.1 ☐ ☐ 5.2 ☐ ☐ 5.3 ☐ ☐ 7.1 ☐ ☐ 7.2 ☐ ☐				
30. Guiding children's behavior				1 2 3 4 5 6 7
Y N Y N Y N Y N NA 1.1 ☐ ☐ 1.2 ☐ ☐ 1.3 ☐ ☐ 1.4 ☐ ☐ 3.1 ☐ ☐ 3.2 ☐ ☐ 3.3 ☐ ☐ 3.4 ☐ ☐ 5.1 ☐ ☐ 5.2 ☐ ☐ 5.3 ☐ ☐ 5.4 ☐ ☐ 5.5 ☐ ☐ 7.1 ☐ ☐ 7.2 ☐ ☐ ☐ 7.3 ☐ ☐	3.4, 5.4. Staff give attention to children when playing well? 5.5. Staff explain why certain behaviors are not allowed? 7.1. Staff make children aware of how actions affect others? Child 1. Child 2. 7.2. Staff help children communicate to solve problems? (1 example):			
A. Subscale (Items 25–30) Score ____ B. Number of Items scored ____ INTERACTION Average Score (A ÷ B) ____.				

PROGRAM STRUCTURE

31. Schedule and transitions

1	2	3	4	5	6	7	NA
---	---	---	---	---	---	---	----

1.5, 7.3. Waiting times with nothing to do?

Y N	Y N
1.1 ☐ ☐	3.1 ☐ ☐
1.2 ☐ ☐	3.2 ☐ ☐
1.3 ☐ ☐	3.3 ☐ ☐
1.4 ☐ ☐	3.4 ☐ ☐
1.5 ☐ ☐	

Y N	Y N
7.1 ☐ ☐	7.2 ☐ ☐
7.2 ☐ ☐	7.3 ☐ ☐

1.5 (10 min. or longer):

7.3 (any exceeding 3 min.):

7.2. Transitions that are not smooth? (list):

32. Free play

1	2	3	4	5	6	7
---	---	---	---	---	---	---

5.3. Staff maintain play area?

Y N	Y N
1.1 ☐ ☐	3.1 ☐ ☐
1.2 ☐ ☐	3.2 ☐ ☐
1.3 ☐ ☐	3.3 ☐ ☐
1.4 ☐ ☐	3.4 ☐ ☐

Y N	Y N
7.1 ☐ ☐	7.2 ☐ ☐
7.2 ☐ ☐	7.3 ☐ ☐

7.2. Examples of variety of words during free play:

33. Group play activities

1	2	3	4	5	6	7	NA
---	---	---	---	---	---	---	----

Y N	Y N
1.1 ☐ ☐	3.1 ☐ ☐
1.2 ☐ ☐	3.2 ☐ ☐
1.3 ☐ ☐	

Y N	Y N
7.1 ☐ ☐	7.2 ☐ ☐
7.2 ☐ ☐	7.3 ☐ ☐

A. Subscale (Items 31–33) Score ____

B. Number of Items scored ____

PROGRAM STRUCTURE Average Score (A ÷ B) ____.

Total and Average Scores

	Subscale Total Score	# of Items Scored	Average Score
Space and Furnishings			
Personal Care Routines			
Language and Books			
Activities			
Interaction			
Program Structure			
TOTAL			