

Differences Between the ITERS-R and Original ITERS
A Side-by-Side Comparison of Subscales and Indicators
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Differences at the Subscale Level

| Original ITERS | Revised ITERS |
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| Furnishings and display for children | Space and furnishings |
| No item specifically addresses indoor space | Item # 1: "Indoor space" |
| Separate items address furnishings for routine care and furnishings for learning activities | A single item addresses furnishings for routine care, play, <i>and</i> learning |
| Personal care routines | Personal care routines |
| "Personal grooming" item | This item has been eliminated from the scale and indicators from the original item are now addressed in the "Health practices" item |
| "Health policy" item | This item has been eliminated from the scale and indicators from the original item are now addressed in the "Health <i>practices</i> " item |
| "Safety policy" item | This item has been eliminated from the scale and indicators from the original item are now addressed in the "Safety <i>practices</i> " item |
| Listening and talking | Listening and talking |
| Item # 15, "Informal use of language," addresses the use of various types of language in the environment | Items # 12 and 13, respectively, address how staff help children <i>understand</i> language and how staff help children <i>use</i> language |
| Original item heading: "Books and pictures" | Item heading renamed: "Using books" |
| Learning activities | Activities |
| Indicators within several "Learning activities" items require that caregivers talk with children about their activities as the children engage in them (e.g., block play, art work, sand and water play) | Staff talking with children about their play is taken out of the specific activity items and addressed in the items in the "Listening and talking" and the "Interaction" subscales |
| Original item heading: "Eye-hand coordination" | Item heading renamed: "Fine motor" |
| Original item heading: "Pretend play" | Item heading renamed: "Dramatic play" |
| Use of TV/video and computer not addressed | Item added for "Use of TV/video and computer" (Item # 23) |

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| Nature/science not specifically addressed | "Nature/science" item added (Item # 22) |
| Original item heading: "Cultural awareness" | Item heading renamed: "Promoting acceptance of diversity" |
| Interaction | Interaction |
| Supervision of daily activities item located in the "Program structure" subscale | Supervision of play and learning addressed in the "Interaction" subscale |
| Original item heading: "Caregiver-child interaction" | Item heading renamed: "Staff-child interaction" |
| Program structure | Program structure |
| Original item heading: "Schedule of daily activities" | Item heading renamed: "Schedule" |
| Original item heading: "Staff cooperation" | Item heading renamed: "Staff interaction and cooperation" (located in the "Parents and staff" subscale) |
| Free play not specifically addressed | "Free play" item added (Item # 30) (indicators from items in the original ITERS "Learning activities" subscale now reflected in this item) |
| Group play activities not specifically addressed | "Group play activities" item added (Item # 31) |
| Adult needs | Parents and staff |
| Subscale for "Adult needs" includes <i>four</i> item headings | Subscale for "Parents and staff" includes <i>seven</i> item headings |
| "Staff cooperation" item | "Staff interaction and cooperation" has been moved from the "Program structure" subscale to the "Parents and staff" subscale. Two new items have been added: "Staff continuity" and "Supervision and evaluation of staff" |

Differences at the Indicator Level

| Original ITERS | Revised ITERS |
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| | Indoor space (Item # 1) |
| No indicator addresses whether the room is accessible to children and adults with special | Indicator 3.3 addresses whether the room is accessible to children and adults with special |

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| needs in the group | needs who are currently a part of the group Indicator 5.3 requires the indoor space be accessible regardless of whether or not individuals with disabilities are currently part of the group |
| Furnishings for routine care (Item # 1) | Furniture for routine care and play (Item # 2) |
| Addresses child sized furnishings at the minimal level (3's) and the excellent level (7's) | Addresses child sized furnishings at the <i>good</i> level (5's) and the excellent level (7's) |
| Addresses whether furniture for play is used most of the day (Indicator 3.2) | Addresses whether there is enough furniture for play (Indicator 3.2) |
| Use of furnishings for learning activities (Item # 2) | Furniture for routine care and play (Item # 2) |
| Addresses child sized furnishings at the minimal level (3's) and the excellent level (7's) | Addresses child sized furnishings at the <i>good</i> level (5's) and the excellent level (7's) |
| Addresses whether furniture for play is used most of the day (Indicator 3.2) | Addresses whether there is <i>enough</i> furniture for play (Indicator 3.2) |
| If children are observed frequently pulling themselves up on furniture that is not sturdy, it is addressed in this item, Indicator 3.4 | Item still addresses the sturdiness of furniture, but if children are observed pulling themselves up on furniture that is not sturdy, it is addressed as a safety problem in Item 11, "Safety practices" |
| Addresses whether there is enough furniture and if the furniture is in good repair, in <i>one</i> indicator (3.1) | Addresses whether there is enough furniture and if the furniture is in good repair in <i>two</i> indicators (Indicator 3.2 and Indicator 3.3) |
| Whether furnishings promote "independent use by children" is addressed at the excellent level (7's) | Whether toys are stored for "easy access by children" is addressed in <i>Item # 4, Room arrangement</i> , at the <i>good</i> level (5's) |
| Furnishings for relaxation and comfort (Item # 3) | Furnishings for relaxation and comfort (Item # 3) |
| At the minimal level (3's), addresses whether there are "some" soft toys (two or more) | At the minimal level (3's), addresses whether there are three or more soft toys |
| At the good level (5's), a cozy area must always be "available" | At the good level (5's), a cozy area must be "accessible for much of the day" |
| There is no note indicating that Indicators 7.2 and 7.3 have to be observed in order to give | There is a note indicated by * for both Indicators 7.2 and 7.3 that states at least 1 |

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| credit. Questions could be asked of the teacher to find out how the cozy area is used. | instance must be observed during the observation in order to give credit |
| Room arrangement (Item # 4) | Room arrangement (Item # 4) |
| No indicator addresses whether the room is accessible to children and adults with special needs in the group | Indicator 3.3 addresses whether the room is accessible to children and adults with special needs who are currently a part of the group. Indicator 5.3 requires the indoor space be accessible regardless of whether or not individuals with disabilities are currently part of the group. |
| Ability to supervise children in relation to room arrangement is addressed in the 1's and in the 3's | Ability to supervise children in relation to room arrangement is addressed in the 1's, 3's and 5's, allowing for an evaluation across a broader span of quality levels |
| Separation of quiet/active areas, mobile/infant children addressed in Indicators 5.2 and 5.3, respectively | Original indicators 5.2 and 5.3 have been combined in revised Indicator 5.3. The original 5.3 now used as an example the new Indicator 5.3. |
| Accessibility of stored toys not specifically addressed | Indicator 5.4 addresses whether toys are stored so that they are easily accessible to the children |
| Display for children (Item # 5) | Display for children (Item # 5) |
| Indicator 3.2 addresses whether content of display is frightening | Indicators 1.2 / 3.2 address whether the content of the display is generally appropriate |
| Indicator 3.1 requires "some" display materials (two or more) | Indicator 3.1 requires "at least three" display materials and display must be placed where children can easily see them |
| One indicator addresses whether many pictures are displayed where children can see and reach them | Two indicators address these requirements |
| At the excellent level (7's), display should be changed "periodically" | At the excellent level (7's), display should be changed "monthly" |
| Scribble pictures done by toddlers need to be displayed in order to receive credit at the excellent level | Toddler's artwork <i>of any kind</i> needs to be displayed in order to receive credit at the excellent level (scribble pictures given as an example) |
| Greeting/departing (Item # 6) | Greeting/departing (Item # 6) |
| The excellent level (7's) requires that staff share information with parents about their | The excellent level (7's) requires that staff tell parents about their children's activities in |

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| children's activities during the day. No form is specified for this communication. | <i>verbal</i> form. |
| Does not specifically address written records | Addition: Indicator 7.3 requires individual written records of the infant's day be given to the parent |
| Does not specifically address whether the environment encourages parents to spend time in the classroom | Addition: Indicator 7.1 requires that the atmosphere in the room encourages parents to spend time in the classroom |
| The good level (5's) requires parents to bring their children into child care areas | The <i>minimal</i> level (3's) requires parents to bring their children into child care areas |
| Meals/snacks (Item # 7) | Meals/snacks (Item # 7) |
| Does not address allergies as part of this item; allergies are addressed in the health policy item, at the good level (5's) | Two indicators address how children with allergies are accommodated, at the inadequate (1's) and minimal (3's) levels |
| Sanitary conditions are addressed at the 1 and 3 levels | Sanitary conditions are addressed at the 1, 3, and 5 levels, allowing for an evaluation across a broader span of quality levels |
| Same sink issue is addressed in "Diapering/toileting" and "Health practices" items | Same sink issue is addressed in "Diapering/toileting" and "Meals/snacks" items |
| In order to move past the minimal level of quality, no more than two hand washings can be missed or completed improperly | In order to move past the minimal level of quality, proper hand washing must occur 50% of the time |
| The issue of children being put to bed with their bottles is addressed in its own indicator | Children put to bed with bottles is one of several examples in indicator 1.4 |
| Drinking water for children is not specifically addressed | Additional note states that children who are consuming solid foods should be offered drinking water in order to receive credit at the minimal level (Indicator 3.1) |
| Indicator 5.3 requires that children be encouraged to feed themselves | Encouragement of self-help skills during feeding time is provided as an example for Indicator 7. |
| Nap/rest (Item # 8) | Nap/rest (Item # 8) |
| If children's cribs/cots/mats are not placed three feet apart or not separated by a solid barrier, credit would not be given for Indicator 3.4 (minimal) | If children's cots/cribs/mats are not 3 feet apart or not separated by a solid barrier, credit would not be given <i>for Indicator 1.1</i> (inadequate) |
| Addresses whether supervision is adequate at | Addresses whether supervision is adequate in |

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| the 1 and 3 levels | the 1's and 3's, but also <i>pleasant, responsive and warm</i> in the 5's |
| An indicator addresses whether the same bedding is used for more than one child without being washed between uses | An indicator addresses whether there are generally healthful provisions for nap/rest, and uses the original indicator <i>as an example</i> |
| Diapering/toileting (Item # 9) | Diapering/toileting (Item # 9) |
| Sanitary conditions scored at the 1 and 3 levels | Sanitary conditions scored at the 1, 3, 5, and 7 levels allowing for an evaluation across a broader span of quality levels |
| Evaluating sanitary conditions includes observing that the diapering surface is sprayed with a bleach solution | Evaluating sanitary conditions includes observing that the diapering surface is sprayed with bleach solution <i>and left to air dry for at least 2 minutes</i> |
| In order to get credit at the minimal level (3's), staff must consistently wash hands; only two times missing or improperly washing hands is allowed | In order to get credit at the minimal level (3's), staff must consistently wash hands 75% of the time |
| Addresses how staff handle toileting accidents at the 1 and 3 levels | Addresses <i>all</i> supervision of toileting/diapering at the 1 and 3 levels |
| Toilet training addressed in the 5 level | Toilet training not addressed by a specific indicator |
| Adaptive equipment promoting self-help addressed in the good level (5's) | Furnishings promoting self-help addressed in Item # 2, "Furnishings for routine care, play, and learning" |
| Self-help skills addressed at the good level (5's) | Self-help skills addressed at the excellent level (7's) |
| The requirement that diapering be done near a source of hot water is addressed in its own indicator | Diapering done near a source of hot water now used as an <i>example</i> in an indicator that addresses "sanitary conditions easy to maintain" |
| Provision of child-sized toilet is addressed at the good level (5's) | Provision of child sized toilets <i>and</i> sinks addressed at the <i>excellent</i> level (7's) |
| At the minimal level (3's), diapers need to be checked and changed as needed | This indicator is now used as an example for indicators 1.2 and 3.2 |
| Health practice (Item # 11) | Health practices (Item # 10) |
| Addresses whether room has adequate lighting, ventilation, and temperature | These issues no longer addressed in "Health practice" but rather in Item # 1, "Indoor |

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| | space" |
| At the 1 level, addresses whether outdoor sand is covered | In the 5 level, addresses whether outdoor sand is covered |
| Addresses the "same sink" issue in Indicators 1.4 and 3.2 | Same sink issue no longer addressed under "Health practices" but rather in Item # 7, "Meals/snacks" and Item # 9, "Diapering/toileting." |
| Addresses smoking in child care areas in the "Health <i>policy</i> " item | Addresses smoking in child care areas in Indicator 1.2 of the "Health <i>practices</i> " item |
| Handling children with contagious illnesses is not specifically addressed by an indicator | Indicator 1.3 addresses how to handle children with contagious illnesses |
| Addresses washing of caregiver's hands in the 1's and 3's | Addresses washing of caregiver's hands in the 1's, 3's, and 5's. Specific examples of when hand washing is necessary are also listed in item's notes. |
| Indicator 7.3 reads, "surfaces of room and equipment easy to keep clean" | These issues are no longer looked at in "Health practices," but rather in Item # 1, "Indoor space" |
| Addresses tooth brushing in the "Personal grooming" item | The 7 level in this item addresses whether toddlers brush their teeth at least once a day (Personal grooming item removed) |
| The proper way to give medication is addressed in the "Health <i>policy</i> " item, at the 5 level | The proper way to give medication is addressed in this item ("Health <i>practices</i> "), at the 3 level |
| At the 5 level, an indicator addresses how sick children are cared for | At the 5 level, addresses how sick children are cared for as one of the <i>examples</i> |
| Children's independent management of health practices not specifically addressed | At the 7 level, addresses whether children can manage health practices independently |
| Safety practice (Item # 13) | Safety practices (Item # 11) |
| Addresses safety hazards at the 1 and 3 levels | Addresses safety hazards at the 1, 3, and 5 levels |
| In order to receive credit for two indicators at the minimal level, hot water needs to be managed safely and car restraints need to be used | These issues are no longer represented by indicators, they are examples of safety hazards observers should address in Indicators 1.1, 3.1, or 5.1 |
| Essentials to handle emergencies are separated into various indicators (Indicators | The indicators from the original ITERS are used as examples to meet the requirements for |

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| 1.3, 3.2, 3.3, 3.4) | Indicator 3.3 in the revised ITERS |
| Addresses whether children are "taught" safety rules, at the 5 level | Addresses whether children are "explained" the safety rules, at the 7 level |
| Whether parents are informed about accidents is addressed at the indicator level | Whether parents are informed about accidents is addressed in Item # 9, "Greeting/departing," as an example of Indicator 3.4 |
| Informal use of language (Item # 15) | Helping children understand language (Item # 12) |
| Noise level of the room is not specifically addressed | At the inadequate and minimal levels of quality, indicators address the noise level of the room in order to ensure that children can hear language |
| One indicator is devoted exclusively to the requirement that adults give eye contact while talking with children | Eye contact is given as an <i>example</i> in an indicator requiring that verbal communication be personalized |
| For credit at the good level (5's), response to children is required "frequently" | For credit at the good level (5's), staff talk with children is required "throughout the day during both routines and play" |
| No equivalent item, but related language issues found in original ITERS item "Informal use of language" | Helping children use language (Item # 13) |
| Staff asking children simple questions is not specifically addressed in the original ITERS | At the excellent level of quality (7's), an indicator addresses whether staff ask the children simple questions |
| Item # 15, "Informal Use of Language," Indicator 7.2 requires that caregivers repeat what toddlers say, adding words and ideas when appropriate | Indicator 7.2 requires that caregivers add more words and ideas to what children (who communicate verbally) say |
| Books and pictures (Item # 16) | Using books (Item # 14) |
| This item addresses books, pictures, and other language materials | This item only addresses books |
| At the inadequate level (1's), the requirement is fewer than four books | At the inadequate level (1's), the requirement is fewer than <i>six</i> books |
| At the minimal level (3's), staff use books/pictures three times a week with the children | At the minimal level (3's), staff are involved in using books <i>daily</i> with the children |
| The repair of books not specifically addressed by indicators | Addresses the repair of the books in Indicators 1.2 and 3.2 |

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| At the good level (5's), requires at least 12 books | At the good level (5's), requires at least 12 <i>age-appropriate</i> books |
| Breadth of book selection not specifically addressed in this item | Not only should there be a certain number of books, these books should represent a "wide selection" (defined in item's notes) |
| Qualities of book times not specifically addressed in this item | At the good level (5's), book times need to be warm and interactive |
| Additions or changes to book selection not specifically addressed in this item | At the excellent level (7's), addresses whether books are added or changed |
| At the excellent level (7's), addresses whether toddlers have a <i>cozy</i> book area set up for independent use | At the excellent level (7's), addresses whether toddlers have a book area set up for independent use |
| Eye-hand coordination (Item # 17) | Fine motor (Item # 15) |
| Condition of materials not specifically addressed in this item | Addresses the condition of the materials in Indicators 1.2 and 3.3 |
| At the 5 level, addresses whether there is a variety of toys accessible for independent use daily | At the 5 level, addresses whether there are "many and varied" toys accessible "for much of the day." Requirement for "daily" accessibility is addressed at the 3 level. Specific definitions for "many and varied" are in item's notes. |
| Active physical play (Item # 18) | Active physical play (Item # 16) |
| Accessibility of equipment to children with disabilities is not specifically addressed in this item | Addresses whether there is equipment that all children in the group can use, including those children with disabilities |
| At the good level (5's), addresses whether materials are used that stimulate a variety of large muscle groups | At the <i>excellent</i> level (7's), addresses whether materials are used that stimulate a variety of large muscle groups |
| At the excellent level, active physical play materials need to be changed or rotated weekly | Changing of active physical play materials not addressed in this item |
| Required types of play surfaces not specifically addressed in this item | At the excellent level (7's), two or more types of surfaces for play are required |
| Outdoor area's protection from the elements not specifically addressed in this item | At the excellent level (7's), the outdoor area has to have some protection from the elements |
| Art (Item # 19) | Art (Item # 17) |

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| When art is used with infants, the item is scored only if problems associated with art activities are observed | When art is used with infants, the item is scored regardless of whether or not problems occur (specific indicators will be scored NA) |
| Addresses the appropriateness of art materials at the minimal level (3's) | Addresses the appropriateness of materials at the inadequate <i>and</i> minimal levels (1's and 3's) |
| Drawing materials are required to get credit at the minimal level (3's) | Drawing materials are <i>not</i> required to get credit at the minimal level (3's) |
| Children's art work must be displayed in order to receive credit at the good level (5's) | Display of children's artwork is now addressed in Item # 5, "Display for children" |
| Edible materials are not counted as art materials | Edible materials are not counted as art materials, <i>and</i> the item's notes for clarification refer to parts of the scale where consequences of such use are considered |
| Music and movement (Item # 20) | Music and movement (Item # 18) |
| At the minimal level (3's), a music activity is required 3 times a week | At the minimal level (3's), a music activity is required <i>daily</i> |
| At the good level (5's), many noise making and musical toys are required, but "many" is not strictly defined | "Many" is defined in the notes for clarification as at least 10 musical toys. |
| Use of recorded music with a positive purpose not specifically addressed in this item | At the good level (5's), recorded music is used at limited times with a positive purpose |
| Children are encouraged to sing along, clap, and dance at the good level (5's) | Children are encouraged to sing along, clap, and dance at the <i>excellent</i> level (7's) |
| Blocks (Item # 21) | Blocks (Item # 19) |
| This item is scored NA if all children in care are under 9 months of age | This item is scored NA if all children in care are under <i>12</i> months of age |
| Pull-apart or interlocking blocks are included in this item | Pull-apart or interlocking blocks are <i>not</i> included in this item but rather in Item # 15, "Fine motor" |
| At a minimal level (3's), some blocks are needed | At a minimal level (3's), one set of six or more blocks needs to be accessible for much of the day. At the excellent level (7's), three sets of 10 or more blocks are required in order to receive credit. |
| Pretend play (Item # 22) | Dramatic play (Item # 20) |
| At the minimal level (3's), "enough" materials | At the minimal level (3's), "some" materials |

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| need to be accessible for the number of children present | need to be accessible, including dolls and stuffed animals |
| At the minimal level (3's), these materials need to be accessible daily | At the minimal level (3's), these materials need to be accessible daily <i>for much of the day</i> |
| At the good level (5's), a "variety" of materials are needed | At the good level (5's), "many and varied" materials are needed. The requirements for many and varied are clearly defined in the item's notes for clarification. |
| Materials need to be well organized at the excellent level (7's) | Materials need to be well organized at the <i>good</i> level (5's) |
| Materials representing diversity not specifically addressed in this item | Materials representing diversity should be present at the excellent level (7's). |
| At the excellent level (7's), the caregiver must pretend with the children in play | At the excellent level (7's), note for indicator 7.3 specifies that at least one instance of the staff pretending with the children in play must be observed |
| Requires props be provided both indoors and outdoors for "children" | Requires props be provided only outdoors or in large area, and specifies for toddlers |
| Sand and water play (Item # 23) | Sand and water play (Item # 21) |
| Indicators related to sand play are marked NA if all children are less than 24 months of age. Indicators related to <i>water</i> play are marked NA if all children are less than 12 months of age. | This item is marked NA if all children are less than 18 months of age |
| At the excellent level (7's), these activities should be offered three times a week | At the excellent level (7's), these activities should be offered <i>daily</i> |
| Whether the arrangement of activities facilitates play is not specifically addressed by an indicator | At the good level (5's), sand/water activities are set up to facilitate play |
| Whether sand/water activities are varied is not specifically addressed by an indicator | At the excellent level (7's), different types of activities are done with sand/water |
| Cultural awareness (Item # 24) | Promoting acceptance of diversity (Item # 24) |
| At the minimal level (3's), "some evidence" of ethnic and racial variety is required | At the minimal level (3's), at least three examples of ethnic and racial variety is required |
| At the inadequate (1's) and minimal (3's) | At the inadequate (1's) and minimal (3's) |

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| levels, addresses whether materials are present that represent diversity | levels, addresses whether materials are present that represent diversity <i>in a positive way</i> |
| Prejudice on the part of staff not specifically addressed by an indicator | At the inadequate (1's) and minimal (3's) levels, addresses whether prejudice is shown by staff, and at the minimal level, if staff intervene if any prejudice is shown |
| The good level (5's) calls for a "generous inclusion" of books and dolls representing racial diversity. | The good level (5's) requires "many" (10 +) examples of books representing racial diversity, as well as other materials (such as puzzles, games). |
| Supervision of daily activities (Item # 29) | Supervision of play and learning (Item # 25) |
| At the minimal level (3's), children have to be within sight, hearing, and easy reach "at all times" | At the minimal level (3's), children have to be within sight, hearing, and easy reach "with no more than a few momentary lapses" |
| At the minimal level (3's), children's needs have to be met with little crying, waiting or regimentation | This issue is addressed in the schedule and discipline items rather than in the supervision item |
| Caregivers need to watch carefully and intervene to avoid problems at the <i>good</i> level (5's) | Staff need to watch carefully and intervene to avoid problems at the <i>excellent</i> level (7's) |
| Help and encouragement from staff not specifically addressed by an indicator | At the good level (5's), staff give children help and encouragement when needed |
| Peer interaction (Item # 25) | Peer interaction (Item # 26) |
| The inadequate level (1's) addresses whether positive peer interaction is ensured | The inadequate (1's) and minimal (3's) levels emphasize prevention of negative peer interaction. Encouragement of positive peer interaction is not addressed until the good level (5's). |
| Indicator 3.2 requires that non-mobile babies be taken out of their cribs, playpens, etc. | Indicator 3.1 has the original indicator 3.2 as an example |
| The good level (5's) addresses whether the interaction between peers is usually positive | The good level (5's) addresses whether the staff <i>facilitate</i> positive peer interaction, among all children- |
| At the excellent level (7's), staff needs to reinforce positive peer interaction | At the excellent level (7's), staff needs to explain children's actions, intentions and feelings |
| Caregiver-child interaction (Item # 26) | Staff-child interaction (Item # 27) |

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| At the minimal level (3's), it is required that caregivers show warmth and physical attention during routines | At the minimal level (3's), it is required that caregivers show warmth and physical attention during routines <i>or play</i> |
| At the excellent level (7's), responsibility for a small group of children needs to be assigned to one caregiver | At the excellent level (7's), this issue is now addressed in Item # 37, "Staff continuity" |
| Discipline (Item # 27) | Discipline (Item # 28) |
| Expectations for the children need to be realistic for their ages and abilities at the good level of quality (5's) | Expectations for the children need to be realistic for their ages and abilities at the <i>minimal</i> level of quality (3's) |
| Attention needs to be given for good behavior at the excellent level (7's) | Attention needs to be given for good behavior at the <i>good</i> level (5's) |
| Schedule of daily activities (Item # 28) | Schedule (Item # 29) |
| At the inadequate level (1's), caregivers do not have time to <i>talk and play</i> with children | At the inadequate level (1's), caregivers do not have time to <i>supervise</i> children at play |
| At the minimal level (3's), a posted schedule is required | Posted schedule is no longer required by and indicator |
| Provisions for exceptional children (Item # 31) | Provisions for children with disabilities (Item # 32) |
| Does not address whether staff has information about assessments until the excellent level of quality (7's) | Addresses that staff need to have information from assessments at the minimal level of quality (3's) |
| Involvement of parents is not addressed until the excellent level of quality (7's) | Involvement of parents is addressed in the 1's, 3's, and 5's |
| At the good level of quality (5's), the caregiver needs to adapt the <i>physical</i> environment as needed | At the good level of quality (5's), not only does the staff need to make changes to the physical environment, but also to the program and schedule as needed |
| Adult personal needs (Item # 32) | Provisions for personal needs of staff (Item # 34) |
| Item does not address accommodations for staff with disabilities | The good level of quality (5's) addresses whether accommodations are made for staff with disabilities |