



Environment
Rating Scales
Institute

ECERS-R 101 Chapter 3

Learner Notes

Use this packet to record your notes as you work through this chapter.

Name: _____ Date: _____

Help Resources

If you experience any technical issues, please contact Technical Support:

Email: techsupport@ersi.info

Phone: 919-438-2380 (8AM to 8PM EST)

When reporting technical issues, be sure to include the page number of the chapter (found in the lower right corner of the window).

If you need content-specific help, you may e-mail the ERSI staff at:
contenthelp@ersi.info

This packet is designed for you to take notes as you work through chapter 3 of the ECERS-R 101 course. This packet will be useful as you prepare for the end of course test, which comes at the end of Chapter 4.

Make sure you have a copy of the Early Childhood Environment Rating Scale, Revised Edition before continuing with this course.

Organization of the Scales

What are the 7 subscales of the ECERS-R?

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____

Additional Notes for Clarification

You should check the ERSI website (www.ersi.info) regularly for updated Notes for Clarification from the authors. On the following pages, you will find the most current version of these notes. You should cut these notes and tape them into your scale, remembering to mark each indicator with a new Note for Clarification.

Additional Notes for Clarification for the ECERS-R

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

Be sure to replace older notes with newer notes.

Most recent changes are in orange:

- 10-09: Items 4 and 5
- 06-10: Items 20 and 28
- 11-10: Items 7 and 8
- 03-11: Item 2
- 07-11: Handwashing, Item 10, 12, 13, 27
- 09-11: Item 24
- 01-12: Item 22
- 04-12: General Notes, Item 6, 10, 12**

General Notes:

In order to clarify the different but related functions of cleaning, sanitizing and disinfecting to remove germs, "Caring for Our Children" states that cleaning means physically removing dirt and contamination using soap, water and applying friction, thus exposing any remaining germs on the dry, clean surface. Sanitizing means reducing germs on an inanimate surface or object to a safe level. Disinfecting means destroying germs on an inanimate surface or object. A sanitizer should be used on food contact surfaces or any object that is mouthed. A disinfectant should be used only on diaper changing tables, toilets, counter tops, door and cabinet handles. Only EPA approved products are acceptable, and all sanitizers and disinfectants must be used according to the instructions on the container in order to be safe.

If a bleach/water solution is used as a sanitizer the solution is 1 tablespoon to 1 gallon of cool water.

If a bleach/water solution is used as a disinfectant, the solution is 1-3 tablespoons to 1 quart of cool water, or 1/4 to 3/4 cup of bleach to 1 gallon of cool water.

Explanation of Terms Used Throughout the Scale:

This note should be added to the "Explanation of Terms Used throughout the Scale" that begins on page 6 in the ECERS-R scale:

Handwashing and hand sanitizer use: The 2011 edition of *Caring for Our Children* (page 113) states that hand sanitizers can be used in place of handwashing unless hands are visibly soiled. Use can be by adults and children 2 years of age and older. Therefore the use of hand sanitizers is acceptable when scoring these indicators as long as the product contains 60-95% alcohol, manufacturer's instructions are followed, and very close supervision of children is provided to ensure proper use and to avoid ingestion or contact with eyes and mucous membranes. Be sure to check to be sure that the manufacturer's directions for use are followed exactly, because if not, do not give credit for any time when not followed. You should ask to see the original container with directions for use, if it is not observable. If children are not closely supervised when using the sanitizer, consider in supervision-related indicators for the item specifically, and also in Safety and Supervision.

If hands are visibly dirty, handwashing, according to the required procedure is still required, although the time for rubbing soapy hands together before rinsing is changed to 20 seconds rather than the original 10 seconds. Antibacterial soaps should not be used. Children using shared art or sensory materials must wash hands, or use hand sanitizer according to directions, both before and after use.

Handwashing or use of a hand sanitizer is required for all ERS observers upon entering the program.

<p>2. Furniture for routine care, play and learning</p>	<p>3.1 When determining whether furniture for routine care is sufficient, consider the sizes of cubbies in relation to what is stored in them to see if they can adequately accommodate all of each child's possessions. Each child enrolled in the group must have an individual cubby that is not shared with anyone else, with space for all possessions to be stored there. This is to reduce the spread of lice and scabies. When children's personal belonging, such as coats, extra clothing, blankets (if stored in cubbies,) are not reasonably well-separated, or if cubbies are so full that things fall onto the floor, score 3.1 "No" because the cubbies are not adequate in size based on what must be stored in them. If there is only minor touching of possessions (e.g., protruding sleeves of winter coats touching those of other children, or a small problem with other materials, but this could be solved easily by pushing things into the cubby properly, consider the cubbies adequate. Any touching of children's personal possessions should also be considered in the Health item.</p>
<p>4. Room arrangement for play</p>	<p>1.2. A room arrangement that is divided into interest areas or centers, using shelves or other furniture, can be given credit as being "not difficult to supervise visually" as long as teachers move about the spaces used by the children so that they can see each child frequently enough to ensure that each child is safe, and so that they can interact with children when needed. Credit can be given even though they may not see all children at all times. However, the ages, abilities, and impulsiveness of the children must be considered when scoring. Older, less impulsive children require less visual supervision than younger or more impulsive children. In addition, slight problems with the room shape, for example, a slight extension, (not a full L- shape) of the room, or the existence of pillars, that create small blind areas are acceptable as long as they are well-supervised frequently enough to meet children's needs. To score, observe the relationship between the teachers' supervision and the room arrangement to see if children are adequately supervised visually.</p>
<p>5. Space for privacy</p>	<p>3.2 Any space for privacy that a child uses is considered easily supervised by staff if the space is open enough to allow visual supervision. It is not required that the teachers can see the space(s) at all times, as long as teachers move about the room and can see the spaces for privacy used by the children frequently enough to ensure that each child is safe. To score, observe the relationship between the teachers' supervision and how spaces for privacy are used to see if children are adequately supervised. The ages, abilities, and impulsiveness of the children must be considered when scoring. Older, less impulsive children require less visual supervision than younger or more impulsive children.</p>
<p>6. Child-related display</p>	<p>Labels on shelves indicating where materials are to be stored and center labels or signs do not count as display.</p>
<p>7. Space for gross motor play</p>	<p>3.1 In the note for this indicator, replace "in programs operating for less than 4 hours per day, at least ½ hour is required," with the following: "In programs operating less than 8 hours a day, see Explanation of Terms Used Throughout the Scale, on page 7 to determine amount of time required for part day programs of less than 8 hours."</p>
<p>8. Gross motor equipment</p>	<p>3.1 In the note for this indicator, Delete "For programs of 4 hours or less, at least half an hour of access is required. (See chart provided in Explanation of Terms Used Throughout the Scale on p. 7 to determine approximate amount of time required for part-day programs of more than 4 hours)." Insert: "In programs operating less than 8 hours a day, see Explanation of Terms Used Throughout the Scale, on page 7 to determine amount of time required for part day programs of less than 8 hours."</p>
<p>10. Meals/snacks</p>	<p>1.3. See the note on handwashing/use of hand sanitizers that has been added to the "Explanation of Terms Used throughout the Scale". 3.3</p>
<p>1.3. An alternative EPA approved "sanitizer" may be used in place of the usual bleach and water solution as part of the table washing procedure or for high chair trays, and other food related surfaces. Check the label of the original container and look for the designation as an EPA sanitizer. Be sure all instructions for use are followed such as the time required to be on the surface or whether to rinse after use. If not do not give credit for cleaning the surface. Safety issues regarding the use of the alternative sanitizer, such as not rinsing the residue if required or not keeping out of the reach of children, should be considered in the supervision-related indicators of this item if applicable, and in the Safety and General supervision items where applicable.</p>	<p>1.3. Since three important health practices are required (eating surface washing /sanitizing, hand hygiene before and after eating, and serving uncontaminated foods), consider the extent to which each of the required health practices is followed. If there is little effort in 2 of the 3 health practices, (for example, handwashing is completely ignored, there is no attempt to clean tables, and/or foods are served under conditions that cause extreme contamination), then score 1.3 Yes. There can be minor lapses in following the handwashing procedure (not rubbing for the 20 seconds, but rubbing all hand surfaces thoroughly; not wetting hands first but soap still makes bubbles). However, hands should be cleaned reasonably well. If there is a significant attempt to complete all practices, even if some procedures are not done absolutely correctly, score 3.3, Yes. If there is a minimal attempt to do all procedures, but the practices are completed with many serious errors, score 3.3 No.</p>

12. Toileting/ diapering	<p>For information on changing children in "Pull-ups" or other disposable underwear, or with soiled clothing, see the 2011 edition of <i>Caring for Our Children</i>, pages 108-109.</p> <p>In the most recent <i>Caring for Our Children</i>, 3rd edition, pages 106-108, there are changes to the diapering procedure to use when scoring. First, hand hygiene must be completed before preparing the diapering area—either using a hand sanitizer or by handwashing. Second, non-absorbent paper is required that extends from the child's shoulders to beyond the feet. Second, a soiled diaper should be left under the child, while the child is cleaned. Then it should be folded over and disposed of properly. Third, the paper is to be discarded in a hands-free trash container, before disinfecting the diapering table. The diapering surface must be cleaned and dried if visibly soiled after removal of the paper. Then the surface must be disinfected. For the complete current diapering procedure, see <i>Caring for Our Children</i>.</p> <p>1.1. An alternative EPA approved "disinfectant" (not sanitizer) may be used in place of the usual bleach and water solution. Check the label of the original container and look for the designation as an EPA disinfectant. Be sure all instructions for use are followed. If not do not give credit for sanitizing the surface. Safety issues regarding the use of the alternative disinfectant, such as not rinsing the residue if required or not keeping out of the reach of children, should be considered in the supervision-related indicators of this item if applicable, and in the Safety and General supervision items where applicable.</p> <p>3.1</p> <p>1.3. See the note on handwashing/use of hand sanitizers that has been added to the "Explanation of Terms Used throughout the Scale".</p> <p>3.3</p>
13. Health practices	<p>1.1. See the note on handwashing/use of hand sanitizers that has been added to the "Explanation of Terms Used throughout the Scale".</p> <p>3.1</p>
20. Art	<p>Dot markers (also called Bingo markers, or dot paints) are counted in the "tools" category of art materials. They do not allow the control provided by the materials in the drawing category, nor do they fit the paint category, in terms of how they can be used.</p>
22. Blocks	<p>3.1. There are 3 types of accessories (transportation, people, animals) required for this item, although there can be other types made available to children as well. Within each type, there are subtypes. For example, animals may include subtypes of zoo and farm animals. For 3.1 and 3.3, only one type is required. For 5.1, two of the types are required. For 5.2, the two types must be stored separately, although subtypes can be stored together (ex., all animals in one container; all people in another). For 5.2, 7.1, at a minimum, all three types must be represented.</p> <p>3.3.</p> <p>5.1.</p> <p>5.2.</p> <p>7.1</p>
24. Dramatic play	<p>5.2 To score this indicator Yes, indicator 5.1 must have been scored Yes.</p>
27. Use of TV, video, and/or computers	<p>3.3 Due to recommendations in the 2011 version of <i>Caring for Our Children</i>, pages 66-67, time allowed for children to view television, video, DVD and use the computer ("media screen time") has been changed. Time is limited for children in ECERS groups to not more than 30 minutes total, once a week. Computer use time should be limited to no more than 15 minutes per day for children in a program of any length with the exception of children with disabilities who require assistive computer technology. No media screen time should be allowed during meals/snacks.</p>
28. Promoting acceptance of diversity	<p>5.1 Photographs of the children in the group and their families are given credit in item 6. Child related display, indicator 5.1 and not as "pictures showing diversity" in this item, even if the children and their families in the class photos show diversity of race, culture, abilities or gender roles. In order to be given credit for this indicator, many (at least 3-5) pictures that have been selected intentionally by staff to clearly show diversity, are displayed so they are easy for children to see in the space used by the children most of the time.</p>

Terms

Accessible

What does the term “accessible” mean in the ECERS-R? _____

How long do materials need to be accessible to children in programs of 4 hours to meet the time requirements for accessibility? _____

How long do materials need to be accessible to children in programs of 8 hours to meet the time requirements for accessibility? _____

Substantial Portion of the Day

What does the term “substantial portion of the day” mean in the ECERS-R? _____

What is substantial portion of the day for a program 8 hours in length? _____

What is substantial portion of the day for a program 10 hours in length? _____

When calculating times materials are accessible to children, which schedule should you use as your primary source of information, the planned schedule or the observed schedule?

How is the observed schedule created? _____

Calculating Substantial Portion of the Day

1. Find out the operating hours for the facility. Include hours before or after classroom opening and closing if children are allowed to attend early or leave later.
2. Ask for a copy of the schedule used in the classroom being observed, or copy the schedule if it is posted.
3. Observe the classroom and create your own observed schedule that represents what has happened during your observation.
4. Complete information about what happens the rest of the day using the information gained from the teacher interview. You may base your questions on the planned schedule.
5. Use the last page of the score sheet to calculate how much time children had access to the required materials in each item where the term “substantial portion of the day” is used.

Calculating Substantial Portion of the Day Exercise One

You will use the following two schedules to answer the questions for *Calculating Substantial Portion of the Day Exercise One*.

The following schedules are for a child care center that operates from 7:30 a.m. until 12:30 p.m. You will need the information found in both the planned and observed schedule to answer the questions for this exercise.

<u>Planned Schedule</u>		<u>Observed Schedule</u>	
7:30	Arrival, free play in centers	7:30	Arrival, free play in centers (Art, Blocks, Books, Computer, Dramatic Play, Math, Science, Table Toys, Writing)
8:15	Morning Circle	8:05	Morning circle
8:45	Music & Movement	8:55	Music & Movement
9:00	Free play in centers	9:15	Free play in centers (Art, Blocks, Books, Computer, Dramatic Play, Math, Science, Table Toys, Writing)
10:10	Outside free play	10:05	Outside free play
10:50	Wash hands/Snack	10:45	Come inside to wash hands
11:10	Storytime	11:00	Morning snack
11:30	Music & Movement	11:20	Storytime
11:45	Free play in centers	11:40	Music & Movement
12:15	Clean Up	11:50	Free play in centers (Art, Blocks, Books, Computer, Dramatic Play, Math, Science, Table Toys, Writing)
12:30	Dismissal	12:15	Clean Up
		12:30	Dismissal

Calculating Substantial Portion of the Day Exercise Two

You will use the following two schedules to answer the questions for *Calculating Substantial Portion of the Day Exercise Two*.

The following schedules are for a child care center that operates from 6:30 a.m. until 6:30 p.m. You will need the information found in both the planned and observed schedule to answer the questions for this exercise.

During the teacher interview, the teacher states that they follow the planned schedule very closely from lunch until the center closes.

<u>Planned Schedule</u>		<u>Observed Schedule</u>	
6:30	Arrival, Breakfast, Centers (No Art or Sand/Water)	7:30	Children in Center Time (Blocks, Books, Computer, Dramatic Play, Math, Science, Table Toys, Writing)
8:00	Morning Circle	8:00	Morning circle
8:30	Morning Centers (All Open)	8:50	Morning Centers (Art, Blocks, Books, Computer, Dramatic Play, Math, Sand, Science, Table Toys, Writing)
10:00	Outside Gross Motor	9:55	Clean Up
11:00	Wash hands for Lunch	10:10	Outside free play
11:15	Lunch	11:00	Wash hands for lunch
11:45	Wash hands	11:15	Lunch
12:00	Storytime		
12:20	Rest Time		
2:15	Wake Up/Music & Movement		
2:30	Snack		
2:50	Outside Gross Motor		
3:45	Small Group Time (Math or Writing)		
4:15	Afternoon Center Time (All Open)		
5:30	Clean Up		
5:45	Outside Gross Motor		
6:30	Center Closes		

Calculating Substantial Portion of the Day Exercise Three

You will use the following two schedules to answer the questions for *Calculating Substantial Portion of the Day Exercise Three*.

You will need the information found in both the observed schedule and the planned schedule/teacher report to answer the questions for this exercise.

The observation lasts 4.5 hours (8:30 a.m. until 1:00 p.m.). Below is what was observed to be happening during that time.

- 8:30 Teacher arrives and walks children to classroom
- 8:35 Gather for Circle Time: Pledge of Allegiance, calendar, color, shape, and letter identification, weather chart, songs, story
- 9:10 Children choose among many centers (Art, Books, Dramatic Play, Science, Fine Motor, Math, Water Table, Blocks)
- 10:05 Clean up and wash hands
- 10:15 Sit at tables and eat snack, wait for everyone to finish
- 10:30 Children line up to go outside, some use restroom while others wait
- 10:40 Walk to play yard on ground level, stopping to ensure children stay in line
- 10:45 Sit and wait while teacher goes over outdoor behavior rules
- 10:50 Outdoor free play, gross motor equipment only
- 11:15 Line up to go inside to classroom; wait for stragglers
- 11:25 Walk to classroom, stopping to make sure all children walk in a quiet, straight line
- 11:30 Line up to use bathroom, wash hands for lunch
- 11:55 Lunch
- 12:30 Walk to classroom, stopping for some to use bathroom
- 12:45 Nap/Rest Time

You will need to use the information found on the next page as well to answer the questions for this exercise.

Here is what the teacher reported happens the rest of the time children are allowed in the center:

- 7:00 Children gather in cafeteria, have breakfast, use table toys (puzzles, some interlocking building toys)
- 2:45 Get up, put away cots, wash hands
- 3:00 Snack
- 3:20 Music & Movement
- 3:45 Line up to go outside; walk to playground
- 3:50 Outside play
- 4:30 Line up to go inside to classroom; walk inside
- 4:40 Play with fine motor toys and books
- 5:30 Program closed
- 6:30 Center Closes

Additional Terms Used in the ECERS-R

Some, Many, Varied

What do the terms, "some, many, varied" mean in the ECERS-R? _____

What does the term "staff" mean in the ECERS-R? _____

What does the term "weather permitting" mean in the ECERS-R? _____

Score Sheet

On the following pages you will find segments of the Expanded Score Sheet for the ECERS-R. You will need these segments of the Score Sheet to complete the activities at the end of this chapter. Space has been provided below each item to record notes that may help in calculating the correct quality score for each item. To print a full copy of the Expanded Score Sheet, visit the ERSI website (www.ersi.info).

2. Furniture for care, play, & learning		1 2 3 4 5 6 7						
		Y N	Y N NA	Y N NA	Y N			
1.1	<input type="checkbox"/> <input type="checkbox"/>	3.1	<input type="checkbox"/> <input type="checkbox"/>	5.1	<input type="checkbox"/> <input type="checkbox"/>	7.1	<input type="checkbox"/> <input type="checkbox"/>	
1.2	<input type="checkbox"/> <input type="checkbox"/>	3.2	<input type="checkbox"/> <input type="checkbox"/>	5.2	<input type="checkbox"/> <input type="checkbox"/>	7.2	<input type="checkbox"/> <input type="checkbox"/>	
		3.3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5.3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

Notes for Item 2: _____

18. Informal use of language		1 2 3 4 5 6 7						
		Y N	Y N	Y N	Y N			
1.1	<input type="checkbox"/> <input type="checkbox"/>	3.1	<input type="checkbox"/> <input type="checkbox"/>	5.1	<input type="checkbox"/> <input type="checkbox"/>	7.1	<input type="checkbox"/> <input type="checkbox"/>	
1.2	<input type="checkbox"/> <input type="checkbox"/>	3.2	<input type="checkbox"/> <input type="checkbox"/>	5.2	<input type="checkbox"/> <input type="checkbox"/>	7.2	<input type="checkbox"/> <input type="checkbox"/>	
1.3	<input type="checkbox"/> <input type="checkbox"/>			5.3	<input type="checkbox"/> <input type="checkbox"/>			
				5.4	<input type="checkbox"/> <input type="checkbox"/>			

Notes for Item 18: _____

28. Promoting acceptance of diversity				1	2	3	4	5	6	7	
	Y	N									
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>	3.3	<input type="checkbox"/>	<input type="checkbox"/>						

Notes for Item 28: _____
