

# ITERS-R Materials Checklist

Infant (Birth-12 months)

Toddler (12 – 30 months)

*Items that are checked or circled are noted to be present in the classroom and accessible to all children.  
Please notice any unchecked or uncircled items to be added.*

## Furniture

- Seats for children are comfortable and supportive
- Child-sized tables and chairs used with toddlers
- Comfortable adult seating

## Relaxation and Comfort

- At least 10 soft toys AND 2 per child if there are more than 5
- Cozy area that provides a substantial amount of softness
- Cozy area protected from active play
- Additional softness in more than one area

## Display for Children

- At least 2 mobiles and/or other colorful hanging objects
- Artwork done by toddlers
- Photographs of children in the group, their families, pets, or other familiar faces
- Many colorful, simple pictures, posters, and photos
- 75% of display within easy sight of the children, 50% within easy reach of the children
- 75% protected from being torn

## Books

- Minimal of 12 books (however no less than 2 per child)
- Minimal of at least one book per category
  - \_\_\_\_\_ People of varying races
  - \_\_\_\_\_ People of varying ages
  - \_\_\_\_\_ People of varying abilities
  - \_\_\_\_\_ Realistic animals
  - \_\_\_\_\_ Familiar objects
  - \_\_\_\_\_ Familiar routines

## Fine Motor

- Infants** – No fewer than 10 toys for 5 children, +1 for each additional child. A variety of examples accessible.
  - \_\_\_\_\_ grasping toys
  - \_\_\_\_\_ busy boxes
  - \_\_\_\_\_ nesting/stacking cups
  - \_\_\_\_\_ containers to fill and dump
  - \_\_\_\_\_ textured toys
  - \_\_\_\_\_ cradle gyms
  
- Toddlers** – 15 toys for a group of 5 toddlers, +1 for each additional child. A variety of examples accessible.
  - \_\_\_\_\_ shape sorting games
  - \_\_\_\_\_ large stringing beads
  - \_\_\_\_\_ big pegs with peg boards
  - \_\_\_\_\_ simple puzzles
  - \_\_\_\_\_ pop beads
  - \_\_\_\_\_ stacking rings
  - \_\_\_\_\_ nesting/stacking toys
  - \_\_\_\_\_ busy boxes
  - \_\_\_\_\_ medium or large interlocking blocks
  - \_\_\_\_\_ coasters
  - \_\_\_\_\_ large crayons/markers/chalk

## Active Physical Play

- Ample materials and equipment so children have access without long periods of waiting
- Materials that stimulate 7-9 different skills
- 2 or more types of surfaces
- Protection from the elements

## Art

- Infants (0-12 months)** not required, however if materials are used this item will be scored
- Young Toddlers (12-23 months)** offered at least 3 different art materials during the week
- Older Toddlers (24-30 months)** have access to more than 3 different materials on a weekly basis, and there must be variation within each materials
- Examples of appropriate materials: large crayons, large chalk, finger paints, watercolor markers, tempera paints with large brushes, playdoh with simple tools, paper, glue sticks, stampers, self-stick stickers, felt, tissue paper

## Music and Movement

- At least 10 musical toys, however no less than 1 per child
- At least 3 different types of music (children’s music, opera, classical, jazz, lullabies, songs in other languages, cultural, instrumental, vocal, rock, reggae, country, western, bluegrass)

## Blocks

- Not required for children under 12 months
- 3 sets of different types (10+ per set)
  - \_\_\_\_\_ soft cloth
  - \_\_\_\_\_ vinyl blocks
  - \_\_\_\_\_ hollow cardboard “brick” blocks
  - \_\_\_\_\_ ABC blocks larger than 2”
  - \_\_\_\_\_ plastic blocks
  - \_\_\_\_\_ homemade blocks
  - \_\_\_\_\_ wooden unit blocks
- 5+ transportation toys (cars, trucks, airplanes, helicopters)
- 5+ people (different ages, races, abilities, professions)
- 5+ animals (farm, zoo, marine, dinosaurs, pets)

## Dramatic Play

- Infants** – 3-5 of each example
  - \_\_\_\_\_ dolls
  - \_\_\_\_\_ soft animals
  - \_\_\_\_\_ pots and pans
  - \_\_\_\_\_ telephones
- Toddlers** – 2+ of each example
  - \_\_\_\_\_ dress up clothes
  - \_\_\_\_\_ child-sized house furniture
  - \_\_\_\_\_ cooking/eating equipment (pots, pans, dishes, spoons)
  - \_\_\_\_\_ play foods
  - \_\_\_\_\_ dolls
  - \_\_\_\_\_ dolls furnishings
  - \_\_\_\_\_ small play buildings with accessories
  - \_\_\_\_\_ toy telephones
- Props to represent diversity
  - \_\_\_\_\_ dolls representing at least 3 different skin tones or facial features
  - \_\_\_\_\_ 2 additional examples (cultural dress-up, cultural food, cultural cooking and eating utensils, special needs doll equipment, multicultural puppets, special needs puppets)

- Props provided to toddlers to use outdoors (large toy trucks with objects to transport; playhouses with furniture, dolls, or other props; toys strollers or shopping carts with dolls or stuffed toys)

## Sand and Water Play

- Not required for children younger than 18 months*
- Variety of toys used for sand/water play
  - \_\_\_\_\_ kitchen utensils
  - \_\_\_\_\_ shovels
  - \_\_\_\_\_ buckets
  - \_\_\_\_\_ small cars and trucks
  - \_\_\_\_\_ floating toys
  - \_\_\_\_\_ plastic containers
  - \_\_\_\_\_ measuring cups
  - \_\_\_\_\_ water wheels
  - \_\_\_\_\_ funnels
  - \_\_\_\_\_ molds
  - \_\_\_\_\_ scoops
  - \_\_\_\_\_ sifters
- Sand or water play provided daily either indoors or outdoors

*\*Note: Food cannot be used as a sand substitute*

## Nature/Science

- 2 pictures, books, or toys that represent nature realistically
- Living plants and/or animals outdoors (garden, bird feeder, trees)
- Some daily experiences with living plants or animals indoors (non-poisonous plants, fish, hermit crab, ant farm, worm farm, butterfly hatching kit, guinea pig) *\*no reptiles or amphibians*

## Promoting Acceptance of Diversity

- 10 items that represent diversity (some from each types)
  - \_\_\_\_\_ books
  - \_\_\_\_\_ pictures
  - \_\_\_\_\_ materials (puzzles, CDs, puppets, block people, dress up clothing, food, special abilities doll equipment, cultural blankets, cultural doll clothing) *\*exclude dolls*

- 4 of the 5 types of diversity represented in the above 10 items
  - \_\_\_\_\_ races
  - \_\_\_\_\_ cultures
  - \_\_\_\_\_ ages
  - \_\_\_\_\_ abilities
  - \_\_\_\_\_ gender
- 3 dolls representing different skin tones and or facial features

**Center:** \_\_\_\_\_

**Classroom:** \_\_\_\_\_

**Number of Children Enrolled:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

*Infant/Toddler Environment Rating Scale, Revised Edition.* Harms, Clifford, & Cryer. 2003.  
*All About the ITERS-R.* Cryer, Harms, & Riley. 2004.

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