

Early Childhood Environment Rating Scale By Kerry G Hofer

This new book in the ERS® Family presents best practices for coaches to use in their work with teachers and administrators to help them improve classrooms and teaching practices. The author includes guidance and activities for facilitating group meetings, professional learning communities, and staff workshops. Appropriate for use with ECERS-3 and ECERS-R.

What are the components of high-quality after-school care for children ages 5–12? How can we evaluate these programs? These are the challenges facing caregivers, schools, agencies, and parents as after-school programs proliferate. The School-Age Care Environment Rating Scale®, Updated Edition provides an easy-to-use resource for defining and assessing the quality of both public and private programs caring for school-age children during out-of-school time. This updated, spiral-bound edition is re-formatted so that each Item appears on its own page, along with Notes for Clarification and Questions. The expanded Scoresheet can be copied from the book or downloaded from the TC Press website: www.tcpress.com. Selected revised Items make scoring more accurate and informative. The SACERS Updated Edition consists of 47 items, organized under 7 categories: Space and Furnishings Health and Safety Activities Interactions Program Structure Staff Development Special Needs Supplementary Items The SACERS Updated Edition is designed to be comprehensive in coverage and easy to use. Instructions for using the scale provide options for self-assessment in addition to formal assessments. Who should use the SACERS? Program directors Organizations, states, and agencies doing QRIS and continuous improvement evaluations School districts Program funders School principals Community-based out-of-school programs States receiving Race to the Top funds Teachers Teacher educators Researchers

Darren Roberston and Mark LaBrooy are the faces of a new, grassroots approach to cooking: delicious food based on an ethos of community, sustainability and growing-it-local. Professional chefs, mad surfers, keen gardeners and foragers, Darren and Mark live by this philosophy in everything they do; when cooking in their café, Three Blue Ducks, and in their garden, which is home to a rambling vegetable patch and four very happy chickens. In their first book, Mark and Darren share more than 80 of their most enticing recipes, using eggs direct from their 'Chook Mahal', honey from the bees on their roof, local meat and seafood, and loads of herbs and veggies grown in the garden. Enjoy mouth-watering Sticky Pork Ribs, Barbecued Calamari, Spiced Chicken in a Brown Paper Bag, Home-Toasted Muesli, Salted Caramel Banana Muffins... and meltingly good Char-grilled Peaches with Vanilla & Rosemary Ice Cream. This is a cookbook full of fresh ingredients and dishes bursting with flavour; a tribute to our breathtaking coastal landscape; and an inspiring reminder of the joys of connecting with the land, whether it be growing your own veggies, keeping chickens or making more ethical food choices. The Blue Ducks will have you cooking up the most delicious and seasonal delights, and looking at the food we eat in a completely new way. This is a specially formatted fixed layout ebook that retains the look and feel of the print book.

This volume conveys the purposes, advantages and limitations of neuropsychological assessment in the context of child

development and presents cross-disciplinary developments in elaborating brain-behaviour relationships. An historical perspective illustrates how current conceptualizations matured, and an eclectic model is provided to encourage the evaluation of various neuropsychological abilities and functions in a clinically feasible manner. Commonly used assessment batteries and individual tests are concisely presented and evaluated, and the interrelations of test performance, brain functioning, psychological processes and clinical impairment elaborated.

ECERS-E is designed to be used with the Early Childhood Rating Scale-Revised (ECERS-R), an internationally recognized measure of quality in education and care written by Thelma Harms, Richard M. Clifford, and Debby Cryer. It not only complements the ECERS-R but extends the scales to provide additional insights into important aspects of literacy, mathematics, science and environment, as well as practices related to issues of diversity. Given the current focus on emerging literacy and numeracy skills, the ECERS-E provides unique guidance on the kinds of environments that enhance learning in preschool settings. The curriculum domains within the scales bear important relationships to children's (age 3–5) cognitive and social/behavioral developmental outcomes. Using the ECERS-E alongside the ECERS-R gives users a more complete picture of what a high-quality early childhood education program can look like. It can be used by program directors, teaching staff, agency staff, and in teacher training programs.

Convenient organization:

- Literacy Items: Print in the environment Book and literacy areas Adults reading with children Sounds in words Emergent writing/mark making Talking and listening
- Mathematics Items: Counting and application of counting Reading and representing simple numbers
- Activities: Shape Activities: Sorting, matching and comparing
- Science and Environment Items: Natural materials Areas featuring science/science materials
- Activities: Non living
- Activities: Living processes
- Activities: Food preparation
- Diversity Items: Planning for individual learning needs Gender equality and awareness Race equality and awareness

This 16-page workbook contains training activities for use with .

FDCRS consists of 32 items, organized under six major headings: Space and Furnishings for Care and Learning -- Basic Care -- Language and Reasoning -- Learning Activities -- Social Development -- Adult Needs. Eight additional items are included for rating a day care home's provisions for special-needs children. Each book contains one score sheet. Packages of 30 score sheets can be ordered separately.

One family's journey through the turmoil of the 1978 revolution, when the Ayatollah Khomeini came to power in Iran, and their escape over the mountains to Turkey, and ultimately to Australia. Banafsheh is eight when the revolution begins in Iran. At first her family are jubilant about the collapse of the Shah's rule and the return of Ayatollah Khomeini, but they quickly realise that Iran has traded one dictator for another, more ruthless, ruler. Banafsheh's parents, Kamal and Nina, struggle with the harsh laws of the new revolutionary Iran. Khomeini's revolutionary guard, the Komiteh, patrol the streets, enforcing Islamic codes of dress and behaviour, and dispatching harsh justice to perceived enemies of the revolution. They drag Nina's father in for questioning, interrogate Nina and put Kamal on a stop-list, so he is unable to leave the country. Fearing for the safety of their two children, Kamal and Nina decide the family must flee their beloved country, leaving behind their extended family and friends. But the only way of escape is to take the dangerous route across the Turkish mountains.

Erwan Le Corre, creator of the world-renowned fitness system MovNat, is on a mission to reintroduce natural movement to our modern lives with the most ancient movement skill set: walking, running, balancing, jumping, crawling, climbing, swimming, lifting, carrying, throwing, catching, and self-defense. Try to imagine an out-of-shape tiger stepping on an exercise machine to get a workout. It doesn't make any sense, does it? Wild animals simply move the way nature intended, and they become powerful, healthy, and free in the process. So why should it be any different for us? We have become "zoo-humans," separated from nature and living movement-impoverished, unnatural lifestyles. As a result, we are suffering physically, mentally, and spiritually. Exercise has become artificial and boring--a chore, if not a punishment. We are training parts of our bodies, not the whole, and we have lost our drive for movement. What we need is not a better understanding of exercise physiology or more variety in fitness programs and modalities. What we need is simplicity, meaning, purpose, inspiration, and enjoyment. We need to get back to natural movement. In *The Practice of Natural Movement*, Le Corre demonstrates our innate and versatile ability to perform practical and adaptable movements. With countless techniques and movement variations, as well as strategies for practicing anytime and anywhere, he will inspire you to build a naturally strong and flexible body and to form yourself anew into a mindful, skillful, and physically capable human being.

Early childhood is a crucial stage in a child's life, and aspects of the environment in the physical, social-emotional, cognitive, and health and safety domains all play important roles in shaping children's development during these early years. Having a valid and reliable measure of the quality of these aspects of children's care settings is critical. The Early Childhood Environment Rating Scale (ECERS-3) is the leading research-based instrument for examining these influential global factors that directly impact children in early childhood environments. In this new guide, readers will find an in-depth description of both the conceptual model underlying the ECERS-3 and innovative ways of analyzing data for a fuller understanding of what can be done with the scale and why it is integral to the evaluation of early care and education. The authors analyze a large database of classroom observations to help ECERS-3 users better understand, interpret, and utilize their own findings. Readers will also see how components of their ECERS-3 data relate to one another, within and across subscales, and within the scale as a whole. *A Guide to Analyzing and Interpreting ECERS-3 Data* will assist program directors, agency administrators, preK-K teaching coaches/mentors, school principals, researchers, and others who use the ECERS-3 to more successfully document, interpret, and analyze the quality of essential influential factors in an early learning setting. This resource will help guide program improvement initiatives with insight into what is needed for children's development and learning. **Book Features:** Provides a framework for thinking about how early childhood care and education learning environments fit into the larger picture of influences on children's development. Presents a theory of change that combines understanding how children learn and develop with how early education and care affect long-term outcomes. Analyzes what ECERS-3 data looks like for a large sample of classrooms and by different child and teacher characteristics.

Building on extensive feedback from the field as well as vigorous new research on how best to support infant and toddler development and learning, the authors have revised and updated the widely used Infant/Toddler Environment Rating Scale. ITERS-3 is the next-generation assessment tool for use in center-based child care programs for infants and toddlers up to 36 months of age. ITERS-3 focuses on the full range of needs of infants and toddlers and provides a framework for improving program quality. Further, the scale assesses both environmental provisions and teacher-child interactions that affect the broad developmental milestones of infants and toddlers, including: language, cognitive, social-emotional and physical development, as well as concern for health and safety. ITERS-3 is appropriate for state- and district-wide QRIS and continuous quality improvement, program evaluation by directors and supervisors, teacher self-evaluation,

monitoring by agency staff, and teacher training programs. The established reliability and validity of the scale make it particularly useful for research and program evaluation. While the approach to assessing quality and the scoring process remain the same for the new ITERS-3, users will find the following improvements informed by extensive use of the ITERS in the field and by the most recent research: Enhanced focus on interactions and the role of the teacher. Six new language and literacy items. A new item on beginning math experiences. Expanded age range to include children from birth to 36 months. A new approach to scoring based solely on observation of ongoing classroom activity (3-hour time sample). The elimination of the parents/staff subscale and teacher interviews, freeing up time for observing more actual classroom practice. Improved indicator scaling, providing more precise and useful scores for use in professional development and self-improvement. Reduced emphasis on the number of materials, along with greater emphasis on how materials are used to encourage learning. Suitable for use in inclusive and culturally diverse programs, ITERS-3 subscales evaluate: Space and Furnishings Personal Care Routines Language and Books Activities Interaction Program Structure

Physical development is a key component of the curriculum in the great majority of countries. But so far there has been no valid means of assessing the quality of the child's physical experience or the pedagogy and environmental quality of those physical experiences. The Movement Environment Rating Scale (MOVERS) is a new method of measuring the quality of environment and pedagogy in which young children are encouraged to move and be physically active. It applies the methodology used in the ECERS-E and SSTEW rating scales, making it easy for educators already familiar with these well-established scales to adopt. MOVERS has four sub-scales: * Curriculum, environment and resources for physical development * Pedagogy for physical development * Supporting physical activity and critical thinking * Parents/carers and staff MOVERS is an invaluable tool for research, self-evaluation and improvement, audit, and regulation.

The fourth edition contains guidelines on the development and evaluation of the health and safety of children in early care and education settings. This guide features 10 chapters of more than 650 standards and dozens of appendixes with valuable supplemental information, forms, and tools. KEY FEATURES More than 100 updated standards and appendixes Updated appendixes, including Signs and Symptoms Chart, Recommended Immunization Schedule, and Recommendations for Preventive Pediatric Health Care Completely revised and updated topics on environmental health, infectious diseases, and nutrition TOPICS INCLUDE Staffing Program activities for healthy development Health promotion and protection Nutrition and food service Facilities, supplies, equipment, and environmental health Play areas and playgrounds, and transportation Infectious diseases Children with special health care needs and disabilities Administration Licensing and community action And more ...

Established for fifteen years as the standard work in the field, Melvin Lewis's *Child and Adolescent Psychiatry: A Comprehensive Textbook* is now in its Fourth Edition. Under the editorial direction of Andrés Martín and Fred R. Volkmar—two of Dr. Lewis's colleagues at the world-renowned Yale Child Study Center—this classic text emphasizes the relationship between basic science and clinical research and integrates scientific principles with the realities of drug interactions. This edition has been reorganized into a more compact, clinically relevant book and completely updated, with two-thirds new contributing authors. The new structure incorporates economics, diversity, and a heavy focus on evidence-based practice. Numerous new chapters include genetics, research methodology and statistics, and the continuum of care and location-specific interventions. A companion Website provides instant access to the complete, fully searchable text.

An inspiring environment is essential for helping young children learn. The Rating Observation Scale for Inspiring Environments (ROSIE) is an observation rating scale that challenges teachers to examine classrooms in a totally new way: with an eye for what is aesthetically

beautiful and inspiring.

The assessment of young children's development and learning has recently taken on new importance. Private and government organizations are developing programs to enhance the school readiness of all young children, especially children from economically disadvantaged homes and communities and children with special needs. Well-planned and effective assessment can inform teaching and program improvement, and contribute to better outcomes for children. This book affirms that assessments can make crucial contributions to the improvement of children's well-being, but only if they are well designed, implemented effectively, developed in the context of systematic planning, and are interpreted and used appropriately. Otherwise, assessment of children and programs can have negative consequences for both. The value of assessments therefore requires fundamental attention to their purpose and the design of the larger systems in which they are used. Early Childhood Assessment addresses these issues by identifying the important outcomes for children from birth to age 5 and the quality and purposes of different techniques and instruments for developmental assessments.

Featuring a spiral binding, the updated Early Childhood Environment Rating Scale, ® ECERS-R, offers more practical assistance in the form of an Expanded Score Sheet (which contains a worksheet) and additional notes for clarification to improve accuracy in scoring. However, the items and indicators remain the same as in the original ECERS-R. Designed for preschool, kindergarten, and child care classrooms serving children 2½ through 5 years of age, this widely used program quality assessment instrument can be used by program directors for supervision and program improvement, by teaching staff for self-assessment, by agency staff for monitoring, and in teacher training programs. The established reliability and validity of the ECERS-R make it particularly useful for research and program evaluation. Convenient Organization in seven subscales Space and Furnishings Personal Care Routines Language-Reasoning Activities Interaction Program Structure Parents and Staff Each of the 43 items is expressed as a 7-point scale with indicators for 1 (inadequate), 3 (minimal), 5 (good), and 7 (excellent). Notes for clarification and sample questions are included to improve accuracy in scoring. An introductory section gives detailed information about the rationale for the ECERS-R, the process of revision, and the reliability and validity of the scale. Full instructions for administration and scoring, as well as an Expanded Scoresheet and Profile that may be photocopied, are included with the scale.

This resource provides step by step instruction on how to design a quality day care environment. It should be used side by side with the ECERS-R, the scale used to develop and quantify quality standards in Canada, the USA, and abroad. It includes the How, What and Why for Each indicator, seven sub-scale items, step-by-step instructions, and over 700 colour photos. The usage of this book can ensure accurate ECERS-R assessment by: early childhood practitioners, to improve classroom quality; technical staff, wanting to provide guidance to practitioners; licensing staff, who need to evaluate the quality of a program; and researchers, who need to use the scale correctly and reliably. The format is organized to match the format of the assessment, by subscale, item and indicator. They provide clear, print explanations of how each indicator within each item is to be interpreted.

The sustained shared thinking and emotional well-being (SSTEW) scale is designed to consider some of the intentional and relational pedagogical strategies strongly associated with child outcomes. It considers practice that supports children aged between two and five years of age in developing skills in sustained shared thinking and emotional well-being, as well as developing strong relationships, effective communication and aspects of self-regulation. It is designed to be used for research, self-evaluation and improvement, audit and regulation. Using the SSTEW scale alongside other environment scales (including ECERS-E, ECERS-R or ITERS-R) gives users a more complete picture of what high-quality early childhood education and care can look like. It is aspirational in that it considers high quality

pedagogy and practice. It can be used by researchers, heads of centres, managers, teaching staff and practitioners, as well as advisory staff and in professional development.

The contents of this message upon prayer should be read alike by preacher and teacher, evangelist and intercessor. Its pages contain an appeal to every "worker together with Christ," and stimulate the desire for prayer in the varied relationships of Christian life. The appeal deserves a wide circulation amongst members of Prayer Circles and Prayer Unions, and, indeed, amongst all who are looking for a revival of true religion in our land, and an exodus of ambassadors for Christ to heathen and Moslem populations. -- Albert A. Head.

The Early Childhood Environmental Rating Scale Extension (ECERS-E) has been developed by Kathy Sylva, Iram Sraj-Batchford and Brenda Taggart as an instrument to measure quality in literacy, numeracy, science and diversity, as observable in pre-school settings. The scales are in accord with the United Kingdom's Foundation Stage Curriculum. ECERS-E complements the Early Childhood Environmental Rating Scales-Revised (ECERS-R), an internationally recognized measure of quality in education and care. Although originally devised as a research tool, the scales have been used by early years practitioners during self audits to determine quality of provision. This practical handbook will be of interest to all those concerned with providing a quality environment in which young children's learning can flourish.

The questions of whether preschool children benefit more strongly when early care and education (ECE) is at or above a threshold of quality, has specific quality features, and/or is of longer duration were examined in secondary data analyses of eight large ECE studies. These issues are pivotal in recent ECE policies designed to improve school readiness skills, especially for children from low-income families. Threshold analyses examined whether quality had stronger associations with gains in child outcomes in settings with high levels of quality than those with lower quality. Features analyses considered whether specific measures of instruction and of teacher-child interaction were more predictive of gains than global quality measures. Dosage analyses tested whether the amount of in ECE settings or in instruction in specific content areas predicted child outcomes. Threshold analyses provided some evidence for thresholds in measures of instructional quality in relation to reading and language skills in meta-analyses based on a prior-selected cut-points and, less clearly, in empirical methods designed to identify cut-points. Analyses examining quality features indicated stronger prediction of gains in child outcomes from interaction-specific and content-specific measures than from global measures. Propensity score analyses indicated that children had higher school readiness skills at the end of preschool and in kindergarten if they had two years of Head Start compared to one year. Finally, dosage analyses indicated that children showed larger gains in content areas when teachers spent more time providing instruction in those areas or when children had fewer absences. No evidence of quality by quantity interactions emerged. Implications of the thresholds findings for ECE policies such as Quality Rating and Improvement Systems are discussed. The dosage findings support the growing trend toward more than one year of access to publicly funded preschool programs for low-income children as well as increased focus on the content of ECE activities and instruction to enhance language, literacy,

and math skills.

In a futuristic military adventure a recruit goes through the roughest boot camp in the universe and into battle with the Terran Mobile Infantry in what historians would come to call the First Interstellar War

The long-anticipated new version of the internationally recognized Early Childhood Environment Rating Scale®, ECERS-3, focuses on the full range of needs of preschool- and kindergarten-aged children. This widely used, comprehensive assessment tool measures both environmental provisions and teacher-child interactions that affect the broad developmental needs of young children, including: Cognitive Social-emotional Physical Health and safety ECERS-3 also includes additional Items assessing developmentally appropriate literacy and math activities. Designed for preschool, kindergarten, and child care classrooms serving children 3 through 5 years of age, ECERS-3: Provides a smooth transition for those already using ECERS-R. Emphasizes the role of the teacher in creating an environment conducive to developmental gains. Is designed to predict child outcomes more accurately and with greater precision. Provides a stronger method of distinguishing between good and truly excellent programs. Offers a complete training program with ongoing support available at the Environment Rating Scales Institute (ERSI) website (www.ersi.info). ECERS-3 is appropriate for state and district-wide QRIS and continuous improvement; program evaluation by directors and supervisors; teacher self-evaluation; monitoring by agency staff; and teacher education. The established reliability and long term evidence of validity of the ERS family of instruments make this new version of ECERS particularly useful for RTTT-ELC accountability and research. Suitable for use in inclusive and culturally diverse programs, ECERS-3 subscales evaluate: Space and Furnishings Personal Care Routines Language and Literacy Learning Activities Interaction Program Structure

Presents and discusses the 37 items of the Early childhood environment rating scale, an assessment instrument designed to measure the quality of care and education provided in group or center-based early childhood programs. "Murphy's skillful storytelling and optimistic spirit give even the grimmest moments of her difficult life story levity in this hopeful, spunky sister to Angela's Ashes."- Publishers Weekly Maura Murphy's memoir of life in Ireland and beyond resonates with the people, places, and struggles of an almost forgotten generation. Born "chronically ugly and cross as a briar" into a poor, rural homestead in 1920s Ireland, Maura faced adversity from birth. She grew up in the bogs of the Irish countryside and left school at fourteen for Dublin, working in service there until her marriage to a hardworking but hard-drinking womanizer. Poverty stricken and hoping to find a better life for her five young children, she left Ireland with her family for 1950s Birmingham, England. But life doesn't always change when places do, and Maura's fear that she'd be "waked" at Doyle's bar upon her death is funny but dead serious. Her voice is feisty and fearless, and she needed to

be all those things to survive an extraordinary series of privations and abuses. And now, seventy-five and having survived her childhood, recovered from cancer, and left her marriage of fifty years, Maura has finally recorded the story of her life. *Don't Wake Me at Doyles* is the compelling account of a life set against by bad odds and worse luck: a memoir of survival and success in the face of the limits of class, education, nationality, religion, gender, and even health. A fearlessly honest writer, Maura invites us into her world, through her destructive marriage, and the birth of her nine children, and towards a life-or-death choice that would change her forever. Told with biting wit, *Don't Wake Me at Doyles* is a personal story of one woman's endurance, and the remarkable memoir of an ordinary woman's extraordinary life. This quick-guide introduces teachers to the 8 dimensions of CLASS and includes practical classroom tips and strategies for implementation.

The Early Language and Literacy Classroom Observation Tool (ELLCO) comes in a package of 5 and is part of ELLCO, the bestselling classroom observation tool that helps schools assess the quality of literacy practices and supports and give children the best possible start in language and literacy development. Trusted by schools across the country, ELLCO helps educators reliably gather the data needed for professional development and program improvement, leading to better literacy outcomes for young children. Order with the ELLCO Pre-K User's Guide and save \$10! Use code S1050 when placing your order. Learn more about ELLCO Pre-K and ELLCO KGÇô3.

The ITERS-R is a thorough revision of the widely used program quality assessment instrument, The Infant/Toddler Environment Rating Scale. Designed for use in center-based child care programs for infants and toddlers up to 30 months of age, the ITERS-R can be used by program directors for supervision and program improvement, by teaching staff for self-assessment, by agency staff for monitoring, and in teacher training programs. The established reliability and validity of the scale make it particularly useful for research and program evaluation. Book jacket.

Zelie Adebola remembers when the soil of Or sha hummed with magic. Burners ignited flames, Tidlers beckoned waves, and Zelie's Reaper mother summoned forth souls. But everything changed the night magic disappeared. Under the orders of a ruthless king, maji were killed, leaving Zelie without a mother and her people without hope.

This is the third edition of the "ECERS-E", formerly called "Assessing Quality in the Early Years: Early Childhood Environment Rating Scale" ("ECERS-E"). The ECERS-E is an instrument for measuring quality in literacy, numeracy, science and diversity as observable in pre-school in relation to child cognitive and social/behavioural developmental outcomes for children age 3-5. This new update of the 2003 publication has more extensive notes, derived from feedback from extensive use of the instrument by practitioners in hundreds of settings and from local authority early years specialists. The ECERS-E complements the Early Childhood Rating Scales-Revised (ECERS-R), an internationally recognised measure of quality in education and care. Originally devised as a research tool, the scales are used increasingly by Local Authorities during audits to determine and improve the

quality of provision, and by practitioners seeking to improve their practice through professional development. This practical handbook offers detailed guidance on providing a quality environment in which young children and their learning can flourish. Kathy Sylva is Professor of Educational Psychology at University of Oxford. She has researched extensively in the education and care of young children. Iram Siraj-Blatchford is Professor of Early Childhood at the Institute of Education, University of London. Her research interests include early childhood curriculum and pedagogy. She has published widely on issues of Early Childhood quality and equality. Brenda Taggart is the Research Co-ordinator of the Effective Pre-school, Primary and Secondary Education (EPPSE) project at the Institute of Education, University of London. Her background is in primary education and research. The Business Administration Scale for Family Child Care (BAS) is the first valid and reliable tool for measuring and improving the overall quality of business and professional practices in family child care settings. It is applicable for multiple uses, including program self-improvement, technical assistance and monitoring, training, research and evaluation, and public awareness. It is currently embedded in many state quality rating and improvement systems (QRIS) across the nation. Using a 7-point rating scale (inadequate to excellent), this easy-to-use instrument assesses 10 items: Qualifications and Professional Development Income and Benefits Work Environment Fiscal Management Recordkeeping Provider-Family Communication Family Support and Engagement Marketing and Community Relations Provider as Employer The second edition of the BAS includes refinements to support the reliable use of the instrument and to reflect current best practices in administering a family child care program: The Notes for the BAS items are expanded to increase understanding and facilitate greater consistency in both interpretation and scoring. There is greater emphasis on practices that promote family and community engagement. New national norms for the BAS are reported based on data collected between 2009 and 2017 from 439 home-based programs in 22 states. Use the BAS second edition with the Family Child Care Environment Rating Scale (FCCERS-3 or FCCERS-R) for a comprehensive picture of your family child care learning environment and the business and professional practices that support the program. The activities in this 24-page workbook prepare instructors to accurately use the ITERS-R, including explanations for the scoring system, terms used throughout the Scale, protocols for observation, sample situations for scoring practice, and more. This Workbook is to be used in conjunction with the Video Observation for the ITERS DVD, as part of a complete training package. Each participant will require a personal copy of the Video Guide and Training Workbook, which can be reproduced for use in the classroom for educational purposes only.

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