

# Try It Out: Assignment Instructions

## To begin your assignment, please follow these initial directions:

First, save this file to your computer.

To save your work, click on “File” and then select “Save As.” Type your name as the file name (e.g., “Wk2JaneDoe.PDF”).

You **must** save your file as a .PDF or it will not be accepted.

## Next, to complete the assignment, follow these directions:

1. Type your name in the box in the lower left corner of the next page.
2. Fill out the assigned items from the PQA:
  - Type your evidence in the space indicated.
  - Select the row scores by clicking in the appropriate box for each row.
  - Select the overall score for the item by clicking the circle above the score.
3. Then, save the file again. (If you don’t, you will lose all your work.)
4. To upload your finished assignment, click on the Dropbox tab, then click the text that says “Upload File.” Click “Browse” to select the file from your computer, then click “Submit.”

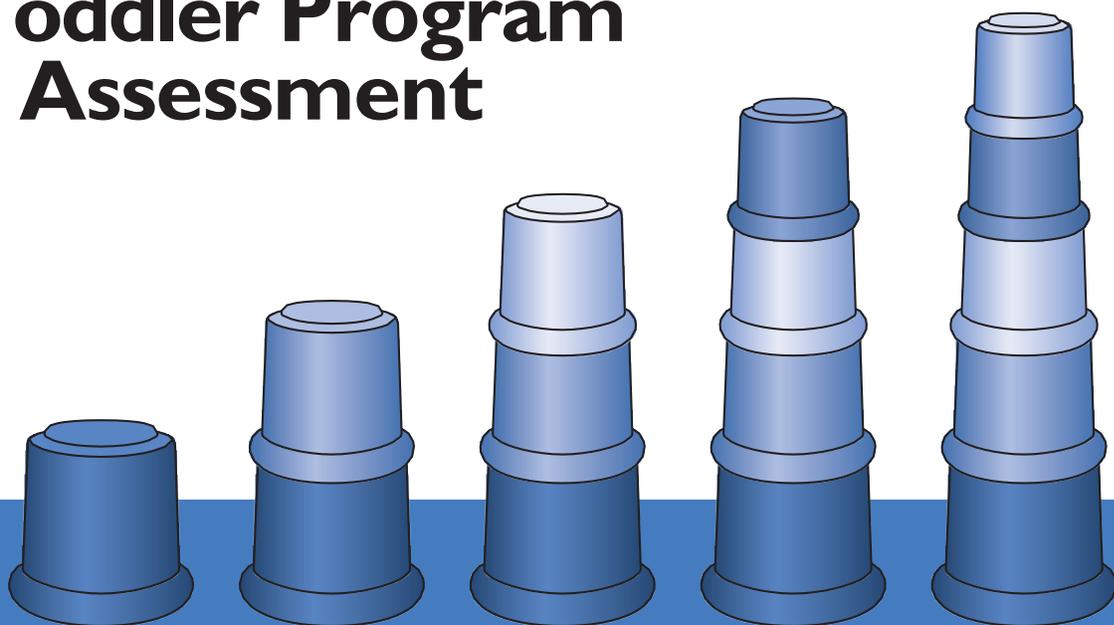
Summary of Comments on Kelly\_Osburn\_Kellyosburn\_Week 3  
PQA 2.pdf

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# PQA

## Infant-Toddler Program Quality Assessment



### Form A — Observation Items

Your Name

HighScope® Educational Research Foundation

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# I. LEARNING ENVIRONMENT

Circle one indicator level for this item based on the scoring rules on page ix.

## I-D. Materials for sensory exploration are plentiful and accessible to infants and toddlers.

1 2 3 4 5

Check here if not observed or reported.

### Level 1 Indicators

Row 1  All or most materials for children to see, touch, mouth, hear, smell, explore, and play with are made of plastic.

#### Example:

- Plastic toys include rattles, commercialized dollhouse and doll accessories, cars, trucks, musical instruments, and battery-operated toys.

### Level 3 Indicators

Less than half of the materials for children to see, touch, mouth, hear, smell, explore, and play with are made of wood, metal, stone, fiber, paper, or natural materials.

#### Examples:

- Wooden spoons, metal pans, plastic food, and empty food containers in house area.
- Rocks in the sand.
- Recycled materials in art area, with crayons, paper, and play dough.
- Mainly plastic, commercialized materials in toy area.

### Level 5 Indicators

More than half of the materials for children to see, touch, mouth, hear, smell, explore, and play with are made of wood, metal, stone, fiber, paper, and natural materials.

#### Examples:

- Tin cans/lids, cooking utensils, spice bottles, metal measuring cups, small pans, shells, rocks, wooden spoons, blocks, spools, bottle brush, keys, fabrics, yarn, pumice, rubber balls, mirrors, newspaper, wax paper, foil.
- Recycled materials, such as cardboard tubes, boxes.
- Messy materials such as paint, play dough, clay, "goop," glue, sand, water.

### Supporting Evidence/Anecdotes

Metal and plastic measuring cups and measuring spoons in house area  
 Rubber balls-different textures and sizes 6 large, 8 medium, 10 small  
 Small handled mirrors- 6  
 small soft blankets 10  
 wooden blocks  
 plastic, clear square blocks  
 10 cardboard paper towel tubes  
 Easel with tempera paint (offer blue and red paint)

Row 2  Materials for exploration and play are not safe.

#### Examples:

- Materials are torn, broken, or dirty.
- Caregivers do not check to see if materials are torn, broken, or dirty.
- Infants can reach small materials they can swallow.

Materials for exploration and play are safe.

#### Examples:

- Some materials are checked for being torn, broken, or dirty, such as the toy area materials.
- Some dirty materials are cleaned regularly, such as weekly.
- Infant materials are disinfected weekly.

Materials for exploration and play are safe and checked regularly.

#### Examples:

- Caregivers check for small or broken materials several times a week.
- Broken or torn materials are discarded, and dirty materials are disinfected immediately and/or daily.
- In mixed-age groups, infants and older infants are supervised around toddler materials.

CQ: What are your procedures for checking and sanitizing materials?

Torn blocks and broken toys are discarded in  daily. In  ed while they are being cleaned daily. All toys are approved for 2 year olds in the classroom

There is a daily checklist. (Cleaning, sanitizing and disinfect) Teachers initial each line as they finish them. The checklist is hung behind the classroom bathroom door and initialed by staff daily. Cleaning and inspecting toys is one of the listed items in the daily area.

continued on next page

 Number: 1 Author: Beth Pierson Date: 2/3/25, 1:35:24PM

If teachers are saying this to you, please put everything in direct quotes.

Did you see a checklist? Did you see the teacher cleaning? Include those details as well.

# I. LEARNING ENVIRONMENT

## I-D. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	<input type="checkbox"/> Materials for exploration and play are not accessible to children. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Most materials are stored high on shelves or behind locked doors.</li> <li>- Materials are never rotated or are changed so often that children can't find them.</li> <li>- Infants are confined in equipment, such as a bouncy seat or highchair, with no materials to handle.</li> </ul>	<input checked="" type="checkbox"/> Some materials for exploration and play are accessible to children during some parts of the day. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Some shelves are closed when children arrive and leave at the end of the day.</li> <li>- In mixed-age rooms some materials, such as art materials, are stored out of reach of children, and children have to ask to play with them.</li> <li>- Sand and water table is only available in the morning.</li> <li>- Sometimes materials are rotated out, even when children are still interested in them.</li> <li>- In mixed-age rooms, some materials are put away when choice time is over.</li> <li>- In toddler rooms, some areas are closed during choice/play time.</li> </ul>	<input type="checkbox"/> Materials for exploration and play are accessible to children throughout the day. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Children can get materials off of shelves themselves.</li> <li>- Children can take materials outside.</li> <li>- Children can hold a toy while getting their diaper changed.</li> <li>- Nonsleeping children can look at books or play with quiet toys while on cots.</li> <li>- Some materials are rotated to reflect children's interests, e.g., caregivers notice that Lincoln Logs are not being used and switch them with another material.</li> <li>- In mixed-age rooms, materials are accessible throughout the day to children who are awake.</li> <li>- In mixed-age rooms, small objects are stored up high or in screw-top containers to allow access for toddlers but not younger children. Such materials are used with adult supervision when younger children are around and are put away when a caregiver cannot be with the children.</li> <li>- In toddler groups, all areas and materials are accessible during choice/play times.</li> </ul>	<p><b>CQ:</b> How often do you rotate materials and how do you determine what to rotate?</p> <p>No plan to rotate toys            Toys on the shelves are accessible and available to all children and accessible during choice times            Children may choose a card to do an I Love You ritual during diaper changes            Nonsleepers need to stay on their cot after others are sleeping, may get a book.</p> <p>There is no written plan to rotate toys. When asking the teachers, they said they "sometimes change them on work days." (Teacher H)</p> <p>Children are encouraged by staff to get toys from the shelf. "J, I know you like to play cars, you can get them off the shelf and play with them."</p>

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It's the same as before—just add direct statements to anything teachers share.

For example:

"We have no rotation plans" – T2.

# I. LEARNING ENVIRONMENT

## I-D. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 4	<input type="checkbox"/> Children are denied or strongly discouraged from using personal comfort items such as pacifiers, "blankies," and stuffed animals.	<input checked="" type="checkbox"/> Children's personal comfort items are sometimes accessible to them.  <b>Example:</b> - Comfort items are given only at naptime.	<input type="checkbox"/> Throughout the day children have easy access to their personal comfort items.  <b>Examples:</b> - Child can get pacifier, blanket, or stuffed animal from cubby as needed. - Jarred is upset after going to the bathroom, so his caregiver asks if he wants his "lovey." He nods his head yes, and the caregiver gets his blanket from his cubby for him.	<p>CQ: What procedures do you have for allowing children access to their comfort items such as pacifiers and blankets?</p> <p>Children leave person items in their cubby</p> <p>If they are transitioning, staff will allow to have a pacifier, blanket, or something from home until they are comfortable with the new area</p> <p>Children that are not new, are reassured that their toy is in their cubby, but it must stay there until they go home. Eugene asked for his car that he brought that day, the teacher said that he needs to leave it in his cubby</p>
Row 5	<input type="checkbox"/> There are no soft items for children to snuggle against.  <b>Examples:</b> - There are no pillows, stuffed animals, or blankets. - Caregivers do not snuggle with children.	<input type="checkbox"/> There are some soft items for children to snuggle against.  <b>Examples:</b> - Beanbag chair in the book area for children to use. - Vinyl cushions in block area to build with and crawl on. - A few pillows in the house area, some stuffed animals in the book area. - A teacher sitting with two children on a mattress and reading stories to them.	<input checked="" type="checkbox"/> Throughout the care and play space there are soft toys, pillows, fabrics, blankets, cushions of various sizes, and people for children to snuggle with.  <b>Examples:</b> - Stuffed animals and pillows in book area and house area, puppets in toy area, small vinyl cushions in the block area to stack and crawl on. - Beanbag chairs on infant side of room for caregivers to snuggle on with children. - Soft materials in the sensory table such as cotton balls, fabric, pompoms, sponges, foam pieces, ribbon, yarn. - Area rugs on hard surfaces for crawling children. - A caregiver snuggling with a few children on the big pillows in the book area while reading books. - A teacher rocking an infant in the cushioned rocking chair while singing songs to her.	<p>Stuffed pillow, small soft couches and stuffies are in the toy area, quiet area and library</p> <p>2 beanbag chairs are in the house area</p> <p>6 puppets are available to choose</p> <p>3 areas rugs ( all 4 x 6) are available in the library</p> <p>Teacher sitting on rug in library reading stories with 2 on her lap and 2 beside her</p>

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What about the kids who have been there for a while? Did anyone ask for personal items and were told no? For levels 1-3, they should be able to access these items independently, based on their reach. If the items are stored at a level they can't access, this is closer to a 1.

Blankets are provided by the program for rest and play.

# I. LEARNING ENVIRONMENT

## I-D. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 6	<input type="checkbox"/> Books are not accessible to children. <b>Examples:</b> - Setting does not have books. - Caregivers do not read to children.	<input type="checkbox"/> A limited range of books are accessible to children during some parts of the day, and/or only designated books are available to children. <b>Examples:</b> - Children can choose books only at choice time and before naptime. - Books available to children are mouthed, torn, or of poor quality. - Children are not allowed to handle some of the books.	<input checked="" type="checkbox"/> A variety of books and types of books are accessible for children to explore, look at, and play with throughout the day. <b>Examples:</b> - Picture books, books with simple stories, award-winning storybooks, books of poems or rhymes, community and cultural books. - Foam, cloth, or board books; big books; homemade books; magazines.	5 books about animals with multicultural people in them 6 community helper books with multicultural people in them 6 real picture books 2 cloth books with fine motor activities in them 1 home made book with children's pictures from the class in it
Row 7	<input type="checkbox"/> There are no simple musical instruments, and/or instruments are not accessible to children. <b>Examples:</b> - No instruments are in the room. - Caregivers are the only ones allowed to handle adult instruments.	<input type="checkbox"/> Some simple musical instruments are accessible to children during some parts of the day. <b>Examples:</b> - Children only have access to plastic replicas of instruments. - Caregivers bring out real instruments for group time.	<input checked="" type="checkbox"/> Simple musical instruments are accessible to children throughout the day. <b>Examples:</b> - Real drum, rain stick, xylophone, tambourine, cymbals, bells, wooden maracas, homemade shakers. - Some plastic replicas.	Two rainsticks, 2 hand bells, 10 egg shakers available on a shelf accessible throughout the day 6 handmade spoon eggs shakers
Row 8	<input type="checkbox"/> Musical recordings and radios are played as background music for caregivers and children all day. <b>Example:</b> - Music is played loudly while children play and sleep.	<input type="checkbox"/> Musical recordings and radios are played as background music for some parts of the day. <b>Examples:</b> - Music is played during choice time. - Music for sleeping infants is played loudly while other children play. - Music is played loudly at naptime. - During choice time a child asks the caregiver for "Ring Around the Rosie" (a song on CD), and the caregiver plays it, keeping the CD on after the child has walked away.	<input checked="" type="checkbox"/> Musical recordings and radios are never played as background music. <b>Examples:</b> - Music is only played for a specific purpose, such as band music for children pretending to be marching in a band during choice time, appropriate music for group time or transition activities, soft music for naptime. - During choice time, when a toddler wants to hear "Twinkle, Twinkle Little Star," the caregiver plays a CD of it, and the two of them use shakers to the music. She turns off the music when the child is done.	Child- friendly music is played during work time. If children request a song, the teacher will play it. "Shark" The children were dancing to the song. Teacher danced with them Quiet nap time music is played during nap time  Changed rating to a 3

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f music is played during work time and children did not request it, and it serves as background noise, this would be a 3. We want to avoid additional stimuli during work time, as it can make it difficult for children to concentrate on their play.

I changed the rating to a 3

# I. LEARNING ENVIRONMENT

## I-D. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 9	<p><b>In mixed-age and toddler rooms</b></p> <p><input type="checkbox"/> Materials for exploration and play do not reflect home and community cultures or differing abilities of the children in the program.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Commercial dress-up clothes.</li> <li>- Plastic dishes and food.</li> <li>- All dolls of same ethnicity.</li> <li>- No materials depicting children or adults with disabilities.</li> </ul>	<p><b>In mixed-age and toddler rooms</b></p> <p><input type="checkbox"/> Some materials for exploration and play reflect home and community cultures and differing abilities of the children in the program.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Some food containers reflecting the homes of the children in the program.</li> <li>- One Caucasian and one African-American doll.</li> <li>- Dress-up clothes and shoes for girls.</li> <li>- Plastic play dishes, but real pans in house area.</li> <li>- One book showing children with disabilities.</li> </ul>	<p><b>In mixed-age and toddler rooms</b></p> <p><input checked="" type="checkbox"/> Materials for exploration and play reflect home and community cultures and differing abilities of the children in the program.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Real food containers; real dishes and cultural cooking items; work clothes representing community and families.</li> <li>- Music of different cultures.</li> <li>- Various ethnic dolls; doll figures with special needs.</li> <li>- Books representing differing cultures and special needs; book with community helpers.</li> </ul>	<p><input type="checkbox"/> Mark "N/A" if it is an infant-only room.</p> <p>KIndermusik activity used with cultural dance music. Used scarves to dance to the music Dolls of different ethnic culture 2 white, 2 black, 2 asian and 2 hispanic colored Refer to row 6 on books</p>
Row 10	<p><b>In mixed-age and toddler rooms</b></p> <p><input type="checkbox"/> Materials for exploration and play perpetuate stereotypes.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Pictures and books show only women as housewives and nurses, only men as construction workers and doctors.</li> <li>- Boys are discouraged from dressing up for "female" roles, and girls, from dressing up for "male" roles.</li> <li>- Boys play with "boy" toys and girls play with "girl" toys.</li> </ul>	<p><b>In mixed-age and toddler rooms</b></p> <p><input type="checkbox"/> Some materials for exploration and play reinforce stereotypes, and/or only some materials depict nonstereotyped role models.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Some pictures and books showing women as housewives or nurses, others showing women as police officers or doctors.</li> <li>- Some doll figures of male firefighters, male and female police officers, and female nurses.</li> </ul>	<p><b>In mixed-age and toddler rooms</b></p> <p><input checked="" type="checkbox"/> All materials for exploration and play depict a wide range of nonstereotyped role models and cultures.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Pictures and books with women as doctors and men doing housework; dolls, toy figures of female police officers, male nurses.</li> <li>- Pictures and dolls depicting African-American, Hispanic, Caucasian, and Asian males and females in a variety of roles.</li> <li>- Caregivers encouraging boys and girls to play with any material in their own way.</li> </ul>	<p><input type="checkbox"/> Mark "N/A" if it is an infant-only room.</p> <p>Community helper books available -refer to row 6</p> <p>pictures of community workers in house area from different cultures</p> <p>Teachers [redacted] children dress up in different cultures</p> <p>Play figures in different roles and cultures, a baker, a man in a business suit, police officer (lady) and a fire fighter</p>

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 Number: 1 Author: Beth Pierson Date: 2/3/25, 1:40:46PM  
What is the score on this row?

# I. LEARNING ENVIRONMENT

## I-D. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 11	<p><b>In mixed-age and toddler rooms</b></p> <p><input type="checkbox"/> There are limited materials for some types of play (e.g., sand, water, art, block, toy, house), and/or the play materials are not accessible to children.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- There are not enough materials or children have to ask for them.</li><li>- In mixed-age rooms, both older infants and younger toddlers use the same simple materials.</li><li>- Materials are not challenging for toddlers.</li><li>- Program has a sand and water table, but it is not used.</li><li>- No messy materials are available.</li></ul>	<p><b>In mixed-age and toddler rooms</b></p> <p><input checked="" type="checkbox"/> There are some materials for sand, water, art, block, toy, and house play that are sometimes accessible to children.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- Sand and water are not available every day or are only available during some parts of the day or at outside time.</li><li>- Adults bring out different art materials each day instead of always having basic art materials available.</li><li>- In mixed-age rooms, simple materials are provided, including some challenging materials for toddlers.</li><li>- Caregiver closes the water table after 20 minutes of choice time.</li></ul>	<p><b>In mixed-age and toddler rooms</b></p> <p><input type="checkbox"/> There are plentiful materials for sand, water, art, block, toy, and house play that are accessible to children throughout the day.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- Shovels, measuring cups, scoops, dirt, sand, water, beans, sifters, spatulas, bowls, funnels, paper, crayons, markers, paint, glue, tape, pipe cleaners, scrap materials, cardboard, clay, play dough, wooden blocks, cardboard blocks, vinyl cushions, cars, push toys, dolls and doll accessories, dress-up clothes, bottles, blankets, cooking utensils, real pans, real dishes, silverware, puzzles, Duplos, toy people, pegs and pegboards, waffle blocks, counting bears/dinosaurs, farm animals.</li><li>- Multiple sets of materials; basic materials that are accessible every day; some types of materials that are rotated based on children's interests.</li><li>- Sand and water area used daily, with caregivers rotating different materials in and out of the tables according to children's interests.</li></ul>	<p><input type="checkbox"/> Mark "N/A" if it is an infant-only room.</p> <p>No sand table available Crayons and paper available at all time and assesible on the shelf Easel with water color paints available throughout work time Sensory table available with large poms, child-sized tweezers and bowl in the table to use.</p>

This page contains no comments

# I. LEARNING ENVIRONMENT

## I-D. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 12	<p><b>In mixed-age and toddler rooms</b></p> <p><input type="checkbox"/> Materials are not organized or labeled or have written labels only.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- Materials are stored on unlabeled shelves around the room.</li><li>- Materials are arranged randomly.</li><li>- At cleanup time caregivers and some children put materials randomly on shelves or in bins.</li></ul>	<p><b>In mixed-age and toddler rooms</b></p> <p><input type="checkbox"/> Some materials are organized and labeled.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- Blocks, some shelves, and a few containers are labeled; some picture labels are included.</li><li>- In mixed-age room, toys and blocks are stored together on shelf, with toys scattered across shelf.</li><li>- At choice time and/or cleanup time, children are sometimes confused about where some materials go, because not all materials are labeled and organized.</li></ul>	<p><b>In mixed-age and toddler rooms</b></p> <p><input checked="" type="checkbox"/> All materials are organized on shelves and in containers and are labeled for ease of use and cleanup.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- Screw-top containers are used for toddler-only materials.</li><li>- Catalog pictures, photos are used as labels.</li><li>- Materials are arranged by play area and function on shelves, such as art materials in art area, books and puzzles in book area, sand and water materials in sand and water area.</li><li>- In mixed-age rooms, some areas may be combined, such as a combined block and toy area with blocks, cars, push toys, and small toys stored together.</li></ul>	<p><input type="checkbox"/> Mark "N/A" if it is an infant-only room.</p> <p>Photos and labels of the item are used to shelves and storage boxes accessible to children on shelves Materials arranged by areas- toy area, house, library, blocks music, calm down Two real orange juice containers with screw lids available in house area</p>

This page contains no comments

# I. LEARNING ENVIRONMENT

## I-E. Children's photographs and creations are displayed.

Circle one indicator level for this item based on the scoring rules on page ix.

1  2  3  4  5

Check here if not observed or reported.

### Level 1 Indicators

Row 1  There are no photographs of children or their families hanging up or in albums.

### Level 3 Indicators

There are photographs of some children and/or their family members on display where children can see them.

**Examples:**

- Not all of the children have their pictures on the board.
- Pictures of children are on side of cabinet above counter.
- Poster of children is hung low on the wall but has no pictures of their families.

### Level 5 Indicators

There are photographs of all children and their family members for children to see, touch, hold, and carry.

**Examples:**

- Photos of children playing, covered with clear contact paper, are on floor or walls.
- An album of families is in book area.
- Pictures of children showing parts of the daily routine are available or posted.
- Poster with pictures of the children at outside time is hung low on wall so children can crawl over and look at pictures of themselves.
- A child is upset and missing her mom so the caregiver gives her a picture of her mom to hold.

### Supporting Evidence/Anecdotes

Family pictures of all the children available in the library area at childrens level. Also another one is available in the calm down area that they can remove and carry with them as needed.

Picture schedules and routine within routines are used with updated children from [redacted] 1 are used

Children are able to carry the pictures from the calm down area anywhere in the classroom that they want. They are attached to the wall using velcro strips.

Row 2  Displays consist of adult-made or commercially produced materials that are not related to children's interests.

**Examples:**

- Calendar on bulletin board.
- Posters of toothbrushing, fire safety, behavior or discipline, alphabet people.

Half of the adult-made displays stem from children's interests and experiences.

**Examples:**

- Some displays of children's creations, such as finger paintings, collages, coloring.
- Other displays of standardized content, such as flowers and butterflies to announce spring, alphabet letters with pictures representing each letter.

Almost all of the adult-made displays stem from children's interests and experiences.

**Examples:**

- Displays of children's creations, such as collages of recycled materials, paintings, glue creations.
- Pictures or photos of classroom pets, children's family members, or classroom activities.
- A bulletin board for parents with licensing policies and construction-paper balloons with children's birthdays.

Pictures that children have created on their own (open-ended) are displayed throughout the room at at eye level in the hallway for them to share with parents.

Refer to 1-E row one- pictures

[redacted] 2 en's birthdays are hanging on the wall near the library on child level board

Pictures that the children painted using cars are displayed at eye level in the house area in the classroom. There were eight different pictures, one from each child in the class.

There is one large paper that the children colored using markers, which the teacher said was from a day that they taped the paper to the floor and the children were welcome to use throughout the morning. They hung it on a wall near the bathroom.

Number: 1 Author: Beth Pierson Date: 2/3/25, 1:41:23PM

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Are they able to carry the photos around in the library area? We need to provide that evidence to score this row.  
The second piece of evidence doesn't fit in this row. I would delete the second piece of information

Number: 2 Author: Beth Pierson Date: 2/3/25, 1:45:37PM

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This is about children's artwork, not their photos of families (which is Row 1). Here, just describe the types of art you saw, how many pieces there were, and whether the ideas came from adults or children.

# I. LEARNING ENVIRONMENT

## I-E. (continued)

### Level 1 Indicators

- Row 3  There are no creations by children that are visible to children.

#### Example:

- Displays are of adult-made or commercial materials or are hung out of children's sight.

### Level 3 Indicators

- Some of children's creations are visible to children.

#### Examples:

- Children's paintings are hung low on cabinets.
- In mixed-age rooms, wall space to hang children's creations is limited because of cribs; some creations are hung high due to cribs.

### Level 5 Indicators

- Children's creations are hung and/or displayed where children can see and touch them.

#### Examples:

- Clay creations on low shelves.
- Paintings or drawings with protective coverings on floor, wall, low bulletin boards, or low cabinets.

### Supporting Evidence/Anecdotes

Refer to I-E row 3- pictures



Paintings that the children used cars are hung at eye level.

Large poster that children colored on was hung at eye level

No other hung art work

- Row 4  Displays of children's creations consist of projects generated from adult ideas or copied from adult products.

#### Examples:

- All children's flower cutouts look the same.
- All paper rabbits are put together the same way.

- Some displays of children's creations stem from children's interests and ideas.

#### Examples:

- Caregivers cut children's paintings into bugs for a bulletin board on insects.
- Caregivers "fix" children's play dough snowmen after they are done working on them.

- All displays of children's creations stem from children's interests and ideas.

#### Examples:

- Children's pencil scribbles, clay sculptures, finger paintings, and glue creations are original.
- Children's creations are left as they are by caregivers.

Children's creations consist of "fork p... where they used forks to paint, p... collages (open ended)

All art on the walls was teacher intended. No art from children that they created from their own ideas

Number: 1 Author: Beth Pierson Date: 2/3/25, 1:44:08PM

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This is Row 3? Did you mean Row 1? Row 1 is about photography, while this seems to be about children's artwork, so I'm a bit confused.

Number: 2 Author: Beth Pierson Date: 2/3/25, 1:47:31PM

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Was this the only artwork you saw from children?

Fork painting sounds like an adult-led idea. Were all materials set out, and did children choose forks over markers, collage materials, and scribbling tools?

## II. SCHEDULES AND ROUTINES

### II-A. The overall daily schedule is predictable yet flexible.

Circle one indicator level for this item based on the scoring rules on page ix.

1  2  3  4  5

Check here if not observed or reported.

#### Level 1 Indicators

- Row 1  Daily events and caregiving routines are not organized; they occur randomly throughout the day or from one day to the next.

#### Level 3 Indicators

- The day is organized around caregiving routines:
- Feeding and mealtime
  - Bodily care
  - Naptime
- Examples:**
- Sometimes caregivers have an art project or take the children outside when they have time.
  - Sometimes caregivers are not consistent about when parts of the day occur.
  - Sometimes caregivers of mixed-age children or toddlers use the names of the parts of the routine.

#### Level 5 Indicators

- The day is organized around regular daily events:
- Arrival and departure
  - Choice time
  - Group time for mobile infants and toddlers
  - Outside time
- The day includes caregiving routines:
- Feeding and mealtime
  - Bodily care
  - Naptime
- Examples:**
- The routine is consistent yet flexible, developed around individual children's bodily rhythms. The schedule consistently includes each event and routine.
  - Parents and children are notified ahead of time, if possible, if any part of the day will be different, such as that children will go to the gross-motor room instead of outside because it is raining.
  - Caregivers of mixed-age children and toddlers use names of parts of the routine throughout the day: "In a few minutes it will be time to clean up"; "Ellie, remember that outside time comes next, after we go to the bathroom."

#### Supporting Evidence/Anecdotes

Classroom schedule is posted but flexible with children's needs  
Includes: arrival, choice time, bodily care, meals and snacks, outside time.  
Kindermusic, baby doll circle time and small groups offered during choice time

This page contains no comments

## II. SCHEDULES AND ROUTINES

### II-A. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 2	<input type="checkbox"/> There is no posted schedule.	<input type="checkbox"/> There is a posted schedule for parents or for children. <b>Examples:</b> <ul style="list-style-type: none"> <li>- A brief routine is posted on the teachers' cabinet and a detailed plan on the parent board.</li> <li>- A daily routine chart made up of generic pictures of each part of the routine is posted on a wall for children to see.</li> </ul>	<input checked="" type="checkbox"/> There is a posted schedule for parents to review and a pictorial routine posted low for older infants and toddlers to see. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Caregivers take pictures of the children during each part of the routine and post them with the names of each part of the schedule.</li> <li>- Kylee crawls over to the wall and points to a picture of herself eating at the table at lunch time.</li> </ul>	<p>Note: In an infant-only room, check level 5 if the schedule is posted for parents. (A pictorial routine is not necessary for infants.)</p> <p>1 Daily schedule includes pictures of children from the classroom. Routines within routines are used with pictures from the children from the class in them</p> <p>Daily schedule is posted near the entrance to the classroom for parents to see. Picture schedule is a low wall in the middle of the classroom for the children to see and is referred to throughout the day (Pictures are from children in the classroom)</p>
Row 3	<input type="checkbox"/> Teachers do not refer to the routine.	<input type="checkbox"/> Sometimes teachers refer to and talk about the parts of the routine with children. <b>Example:</b> <ul style="list-style-type: none"> <li>- Teachers tell children about cleanup and outside time but do not talk about small- or large-group activities.</li> </ul>	<input checked="" type="checkbox"/> Teachers refer children to and talk about the routine throughout the day. <b>Examples:</b> <ul style="list-style-type: none"> <li>- "Omaria, let's go look at what is coming next after snack."</li> <li>- While rocking and feeding Nathan, the caregiver says, "When you are done with your bottle, it will be naptime."</li> <li>- Since it is raining, at breakfast the teachers talk with the children about going to the gross-motor room instead of going outside.</li> </ul>	<p>A helper is chosen to refer to the schedule throughout the day. Before breakfast, before going to the gym or outdoors, before lunch, after nap.</p> <p>2 At breakfast, Teacher H reminded Eugene that he is the schedule helper today. Eugene went to the schedule and changed the clothespin. He said, "We eat. We play" (He changed the schedule from arrival to breakfast)</p> <p>Teacher H told informed me that they refer to the schedule before breakfast, before going to the gym or outdoors before lunch and after nap. If children want to refer to it more they are allowed to change the clothespin.</p>

 Number: 1 Author: Beth Pierson Date: 2/3/25, 1:48:45PM  
Where was this posted? Without that evidence, it cannot be scored here.

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 Number: 2 Author: Beth Pierson Date: 2/3/25, 1:49:19PM  
We need direct quotes from adults in the room here. If the children are verbal, their words should be included as well. Did the child say these things or point to them? We need more detail here.

## II. SCHEDULES AND ROUTINES

### II-A. (continued)

#### Level 1 Indicators

Row 4  The daily schedule is the same for all children.

##### Examples:

- Children are kept awake when they are falling asleep before naptime.
- All children make transitions at the same time.

#### Level 3 Indicators

The daily schedule sometimes flexes to accommodate children's individual needs.

##### Examples:

- A caregiver brings out a cot for a child who has fallen asleep during choice time.
- Children line up all at the same time to wash their hands for breakfast and lunch, but take turns brushing their teeth and going to the bathroom during choice time.

#### Level 5 Indicators

The daily schedule flexes throughout the day to accommodate each child's individual needs, rhythms, and temperament.

##### Examples:

- Grace eats some lunch, lies down on her cot, and falls asleep while others eat, play, and wash up.
- An infant begins crying earlier than his scheduled feeding and the caregiver gives him a bottle.
- At naptime, some children fall right to sleep and others look at books until they fall asleep.
- Caregivers overlap activities to allow children who are finished with an activity to start the next activity while others finish what they are doing.
- As children are transitioning back to the room at the end of outside time, a caregiver allows children to observe some ducks flying by for a few minutes.
- A toddler does not want to go to the bathroom, so the caregiver says she will check the other children first and then it will be his turn.

#### Supporting Evidence/Anecdotes

A child falls asleep during lunch, staff member gets out her cot so she can sleep.

A teacher tells the child that it is time to try to go potty. The child does not want to go. She gave them the option to wait, but encouraged them to try before going to the gym. The child still did not want to go and then ended up going while they were in the gym (bathroom is accessible in the gym)



During rest time, T did not sleep. The teacher gets her out a book to look at until she gets other children to sleep. When the teacher is finished with the other children, she comes back to T. She tries to rock with her. She still does not sleep. They read a book together and then draw on the magna doodle until the other children get up. The aide spends time with T while the teacher takes a break.

 Number: 1 Author: Beth Pierson Date: 2/3/25, 1:50:32PM

This is clear to score a 5 we want 3-5 examples so one more example is needed

## II. SCHEDULES AND ROUTINES

### II-A. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 5	<p><input type="checkbox"/> Children do not initiate or freely explore actions, materials, and/or other people.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- Nonsleeping children are confined in playpens, swings, infant seats, walkers, or cribs.</li><li>- Children who fall asleep in a swing or seat are not taken out and put in a crib.</li><li>- Infants are left in highchairs for long periods of time after being fed, even when crying.</li><li>- Children are moved from one type of infant seat to another (Exersaucer to swing to highchair).</li><li>- Mobile children are left in tables with built-in seats until caregivers can get them out.</li><li>- Toddlers mostly do adult-directed activities.</li></ul>	<p><input type="checkbox"/> During some parts of the day (e.g., choice time, outside time) children initiate and freely explore actions, materials, and/or other people.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- Sometimes children remain in highchairs, cribs, or swings for periods of time, but children are taken out when they cry.</li><li>- Some children spend time in Exersaucers, walkers, bouncy seats.</li><li>- At choice time and outside time, toddlers explore freely, but during art activities and circle time they follow the caregivers' instructions.</li></ul>	<p><input checked="" type="checkbox"/> Throughout the day children initiate and freely explore actions, materials, and other people.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- During awake time infants and nonmobile infants are given treasure baskets and/or a variety of materials to explore.</li><li>- Caregiver lays Sophia on a blanket on the floor in front of a mirror while the toddlers eat lunch.</li><li>- Landon, an older infant, explores wooden spoons and tin cans while sitting on the floor.</li><li>- Children spend <i>less than 75 minutes</i> total per day in bouncy seats, Exersaucers, walkers, swings, infant seats, or playpens; or in cribs or highchairs when not sleeping or eating.</li><li>- Crying children are removed from seats immediately.</li><li>- Highchairs or bouncy seats are used with infants as "safe places" for very short periods of time.</li><li>- At group times older infants and toddlers participate at their own pace and developmental levels.</li></ul>	<p>Child that fell asleep, but woke early was offered a magna doodle to color on at their cot. Later offered to come to the table and play with soft blocks with the teacher.</p> <p></p> <p>During choice time, Aarn got the markers off of the shelf and wanted to hang a paper on the easel. He drew with markers using the easel.</p> <p>During lunch, Isabella mixed her applesauce in her potatoes and ate it. The teacher said, "Isabella is mixing her potatoes and applesauce together." "Isabella, do you like how that tastes?" Isabella smiled and ate it.</p>

One example isn't enough here; we need to see examples and evidence throughout the day.

## II. SCHEDULES AND ROUTINES

II-C. Choice times (play times, awake times) focus on child-initiated exploration and play.

Circle one indicator level for this item based on the scoring rules on page ix.

1  2  3  4  5

Check here if not observed or reported.

### Level 1 Indicators

Row 1  There is no daily choice or play time for children, or choice time lasts all day.

#### Examples:

- For most of day, infants sit in Exersaucers, bouncy seats, and swings, and toddlers sit at tables.
- Choice time is all day, and children wander and conflicts arise because nothing else is scheduled.

### Level 3 Indicators

Sometimes choice or play time is a part of the day for children, and/or choice time is too brief or too long.

#### Examples:

- Infants are confined to swings and seats during choice time.
- Choice time is posted on the schedule but not carried out.
- Toddler choice time is too brief (15–20 minutes) or too long (children get restless and conflicts arise).

### Level 5 Indicators

Choice or play time is always a part of the day for children, and children's actions determine the length of choice time.

#### Examples:

- Infants are engaged with caregivers or a variety of materials during awake times.
- Choice time allows toddlers to engage in pretend play.
- Caregivers end choice time early when children lose interest or begin wandering.

### Supporting Evidence/Anecdotes

Note: If level 1 is checked, score a 1 and leave the remaining rows blank.

Teacher plays with the children in the house area and the other teacher offers Kindermusik. Choice time is offered throughout the mornings (at least 90 minutes of their morning involves choice time)

1

See "page 16" for my input.

Row 2  Children make no choices during choice/play time.

#### Examples:

- Children are confined in playpens, swings, bouncy seats.
- Children mainly respond to or carry out adult-initiated activities such as teacher-planned projects or activities at the art table, block area, and/or toy table.
- Children watch television and/or videos.

Children make some choices during choice/play time.

#### Examples:

- At some point during choice time each child participates in a planned art activity.
- Only some areas are available — no sand or water.
- A toddler wants the markers but the caregiver tells him, "Not today."
- Sometimes infants are placed in a seat when they could be placed on the floor to freely move their bodies and explore materials laid near them.

Children make many choices and carry out their own exploration and play initiatives during choice/play time; they decide

- What to explore or play with
- How to explore or play
- Where to explore and play (all areas available)
- How to move

#### Examples:

- Mobile and nonmobile infants are given a variety of materials to explore and play with.
- While sitting beside her caregiver, Yolanda (an infant) chooses different items from her treasure basket to mouth — a bottle brush, large shell, wooden spoon, tin can.
- Children pull materials off the shelf and use them in their own ways.
- Toddlers Mariah and Eva play with dolls in the house area while Tyler and Mario use cars in the block area.
- Older toddlers follow through on their plans.

Children make choices throughout the morning and may choose what they want to play off of the shelves in the classroom

2

Eugene chose the cars to play with. He drove them on the car rug and connected the other "magnet cars" to one another.

Teagan stacked the large soft blocks and knocked them down many times (she stacked as many as 4 tall, about as tall as she is)

All area but the water table were accessible during choice times/

continued on next page ↓

Number: 1 Author: Beth Pierson Date: 2/3/25, 1:52:28PM

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During choice time, the teacher also led a Kindermusik group? If this is true, it would definitely be a 3. This time should be for children to decide, not for the teacher to lead any group activity. Whether or not to participate is a choice, but it doesn't meet the guidelines for true choice time. What evidence do you have that the children's actions influenced the amount of time for choice time during your observation?

Number: 2 Author: Beth Pierson Date: 2/3/25, 1:53:59PM

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For this to be 5 you must have an example for each of the closed bullet points.

Children are offered choice time from 9:30 until 10:40. During that time, the teachers do bodily care and offer Kindermusik during that time where the children can choose to do the Kindermusik activity or play on their own. One teacher interacts with the children that are playing and the others that are involved with the Kindermusik.

At 10:40 the teachers help clean up. The class then went outdoors for 1/2 hour. (It was nice out that day so they stayed out the entire time.)

At 11:10, they came in and had choice time until it was time to get ready for lunch. During that time, the teachers did bodily care and got ready for lunch. During this time the children played what they chose and one or both of the teachers were interacting with the teacher. Isabella brought a book over to Teacher H. H said, "Do you want to read Brown Bear?" They sat down in the library and read the book. 2 other children came over to read too. They chose the books and she read them.

## II. SCHEDULES AND ROUTINES

### II-C. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	<p><b>In rooms with older toddlers</b></p> <p><input type="checkbox"/> Older toddlers do not converse with caregivers about their choices (plan) or talk about what they did (recall) at any time during the day.</p>	<p><b>In rooms with older toddlers</b></p> <p><input type="checkbox"/> Older toddlers sometimes converse with caregivers about their choices (plan) and/or talk about what they did (recall) at some time during the day.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- Not all children in this age range are asked about their plans or what they did during the day.</li><li>- Caregivers ask children what they want to do, but do not talk with them about what they did during the day.</li><li>- Caregiver says, "Jerrica, you chose to play with the babies today."</li></ul>	<p><b>In rooms with older toddlers</b></p> <p><input checked="" type="checkbox"/> Older toddlers converse with caregivers about their choices (plan) and talk about what they did (recall) during the day.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- Caregivers converse with children as they select their activity at the beginning of choice time: "Zelda, what would you like to play with today?"</li><li>- As caregivers clean up with toddlers, they comment on what they saw children using during choice time.</li><li>- At lunch time caregivers ask each child what he or she played with at choice time.</li><li>- At lunch time, caregivers talk with children about what they did at outside time.</li><li>- Caregivers verbally plan and recall with 2-year-olds. Later in the year, when children are ready, a formal planning and recall time is added to the daily schedule.</li></ul>	<p><input type="checkbox"/> Mark "N/A" if all children are younger than 24 months.</p> <p><b>CQ:</b> How do you plan and recall with your older toddlers?</p> <p>During lunch, the teachers talk to the children about what they played during the morning. One child said, "Ride bike." The teacher replied, "Yes, you rode a bike outside."</p> <p>No planning and recall offered in old room, even with older children.</p>

I changed to a I

 Number: 1 Author: Beth Pierson Date: 2/3/25, 1:55:42PM

If no planning or recall was offered during lunchtime, this would be a 1. Planning should occur directly before work time, and you should only talk about work time, while recall follows work time and should only address recall.

## II. SCHEDULES AND ROUTINES

Circle one indicator level for this item based on the scoring rules on page ix.

### II-E. Transitions flow smoothly from one interesting experience to the next.

1  2  3  4  5

Check here if not observed or reported.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> Children do not have choices at transition times. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Children are told, all at one time, to stop playing and start cleaning up.</li> <li>- All children move from one activity to the next in whole groups.</li> </ul>	<input checked="" type="checkbox"/> Children sometimes have choices at transition times. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Children can choose to bring a stuffed animal to a diaper change.</li> <li>- Children sing songs while waiting to wash their hands.</li> <li>- Some children have a choice about what to clean up.</li> <li>- Sometimes children have a choice on ways to move their bodies to the next part of the day.</li> </ul>	<input type="checkbox"/> Children make choices during transition times. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Children choose how to move from one part of the room to another, what to clean up, and how to put it on shelves.</li> <li>- Kyra continues to work on her painting while other children who are done with group time wash their hands.</li> <li>- Jayden and Paige choose to crawl like spiders to the lunch table.</li> </ul>	<p>Children are encouraged to choose songs to sing while waiting in line to go outside</p> <p>children are expected to put toys in labeled spots on the shelves</p>  <p>The teachers carry a small song choice with flippable pictures on a ring for children to choose songs during transition. One child chose "Wheels on the Bus "without using the ring.</p> <p>Teachers sing the "Clean Up Song " While cleaning up.</p> <p>The teacher announces that the children have five minutes to play before it is time pick up and go outside. She sets the visual timer and when the timer tings, plays pick up music</p>  <p>Changed rating to a 3</p>
Row 2	<input type="checkbox"/> Children are moved abruptly by caregivers from one event to the next. <b>Example:</b> <ul style="list-style-type: none"> <li>- When it is feeding time, infants are picked up and put in their seats.</li> </ul>	<input checked="" type="checkbox"/> Children sometimes are told by caregivers what comes next. <b>Examples:</b> <ul style="list-style-type: none"> <li>- When choice time is almost over, the caregiver gives a warning for cleanup time.</li> <li>- At outside time children are picked up and told that it is time to go in.</li> <li>- Gabrielle, an infant, is picked up for lunch and put in a highchair without a warning.</li> <li>- Toddlers are given a warning that they will need to wash their hands soon for lunch.</li> </ul>	<input checked="" type="checkbox"/> Throughout the day children are told by caregivers what comes next. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Caregiver tells infant that it is time for his bottle and talks to him about what she is doing as she warms the bottle.</li> <li>- Caregiver announces to toddlers that cleanup time will start when they hear the music.</li> </ul>	

 Number: 1 Author: Beth Pierson Date: 2/3/25, 1:57:52PM  
How are they encouraged?

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How did they pick a song verbally from a book?

 Number: 2 Author: Beth Pierson Date: 2/3/25, 1:58:27PM  
Here we need 3-5 examples with quotes

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## II. SCHEDULES AND ROUTINES

### II-E. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	<input type="checkbox"/> Children wait for events and/or caregiving routines to begin. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Toddlers wait in line for all children before moving to next activity.</li> <li>- Caregivers do not start activity until all children are sitting and ready for circle time.</li> </ul>	<input checked="" type="checkbox"/> Children sometimes move at their own pace from one event or caregiving routine to the next. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Sometimes caregivers plan for children's transitions, such as asking children to move to the bathroom like dogs.</li> <li>- Infants and mobile infants are put in strollers and carried in and out to the playground, even though the door to the playground is across the hall.</li> <li>- Sometimes children are hurried to the next part of the day.</li> </ul>	<input checked="" type="checkbox"/> Children move at their own pace from one event or caregiving routine to the next. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Caregivers overlap activities to allow children to change activities at their own pace.</li> <li>- Caregivers plan different ways for children to transition, such as moving when their names are called, moving like animals, singing.</li> <li>- Caregivers record transition plans on their daily lesson plans.</li> <li>- When coming in from outside time, crawlers, toddlers, and walkers move their own bodies into the room from the playground.</li> </ul>	<p>Teachers help and give positive feedback to children when they help pick up toys. "You put the food in the refrigerator."</p> <p>Transitions are planned and written on daily schedule.</p> <p>Children sing while waiting and are able to choose songs to sing if planned activity is not working</p> <p>Children are rushed through the hall to get to outdoor time so that they can get their outdoor time in for the day- another group uses the playground after them. (Pick up time took longer than listed)</p>
Row 4	<b>In mixed-age and toddler rooms</b> <input type="checkbox"/> Children do not participate in cleanup.	<b>In mixed-age and toddler rooms</b> <input type="checkbox"/> Children are directed and/or rushed through cleanup. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Caregiver places object in child's hands and directs her to put it on shelf.</li> <li>- Caregiver takes toy away from child and places it on shelf the correct way.</li> <li>- Teachers start cleaning up before announcing cleanup time and then finish cleaning up with some of the children.</li> </ul>	<b>In mixed-age and toddler rooms</b> <input checked="" type="checkbox"/> Children clean up in their own manner/pace and receive caregivers' encouragement and support. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Children can choose what to put away.</li> <li>- Caregiver says, "You put all the cars away" when Harrison shows her the filled basket of cars.</li> <li>- Caregivers allow time for children to participate in cleanup: caregiver holds the plastic jar while Dylan picks the lids up one by one and puts them in the jar.</li> <li>- During choice time caregivers encourage and assist children in putting toys away before they get out something else.</li> <li>- During nap or after children leave, caregivers straighten shelves and complete cleanup.</li> </ul>	<input type="checkbox"/> Mark "N/A" if it is an infant-only room. <p>Children are encouraged to help through the classroom during cleanup.</p> <p>Teachers give feedback to children if they clean up during work time. "I see that you were finished with the blocks and put them away on the shelf before reading books."</p> <p>Teacher N commented, "I am putting all of the cars in the car basket. I am putting the basket on the shelf."</p> <p>Teacher N "Teagan put all of the food in the refrigerator."</p> <p>Teacher N: "Lucio put all of the red blocks on the shelf"</p>

teacher N" I have the people basket, Aaron, you have one of the people to put in the basket? Thank you for being a helper."

Number: 1 Author: Beth Pierson Date: 2/3/25, 1:58:59PM

ChatGPT

Did any parts of the day overlap?

Does everyone start and end group times at the same time?

If the kids are moving slowly to outdoors or another part of the classroom, are transitions hurried by adults?

Number: 2 Author: Beth Pierson Date: 2/3/25, 2:00:07PM

ChatGPT

How are they encouraged? We need specific examples, not general statements.

We have one example; please provide 2-3 more.

so delete the first pieces of evidence and add two more

## II. SCHEDULES AND ROUTINES

Circle one indicator level for this item based on the scoring rules on page ix.

### II-F. Feedings and mealtimes are child centered and leisurely.

1  2  3  4  5

Check here if not observed or reported.

#### Level 1 Indicators

- Row 1  Infants drinking from a bottle are not held.
- Examples:**
- Infant is lying down, drinking from a propped-up bottle.
  - While feeding another child who is lying on the floor, caregiver holds an infant, who is drinking from a bottle propped up next to him.

#### Level 3 Indicators

- Sometimes infants drinking from a bottle are held by a caregiver.
- Examples:**
- When an infant needs to be fed, the director feeds her.
  - Children who can hold their own bottles feed themselves and sometimes walk around the room.

#### Level 5 Indicators

- Infants drinking from a bottle are always held by a primary caregiver and receive the caregiver's close attention.
- Examples:**
- Caregiver talks with infant while feeding her.
  - Desmond's primary caregiver rocks and sings to him as he drinks from his bottle.

#### Supporting Evidence/Anecdotes

- Mark "N/A" if there are no bottle-fed children.

- Row 2  Parents (whose schedules permit) do not nurse or bottle-feed their children at the center, or are discouraged from doing so.

- Parents (whose schedules permit) occasionally nurse or bottle-feed their children at the center.
- Examples:**
- There is no separate space for nursing/bottle-feeding.
  - Parent(s) sometimes can nurse/bottle-feed their child.

- Parents (whose schedules permit) regularly nurse or bottle-feed their children at the center and are encouraged to do so.
- Examples:**
- There is a separate, quiet area with room for two parent-child pairs to nurse/bottle-feed.
  - Caregivers make sure they talk with parent(s) who nurse/bottle-feed every day to coordinate the timing of the feeding.

- Mark "N/A" if there are no nursing/bottle-fed children.
- CQ: Are parents allowed to nurse and/or bottle-feed their infants at the center? If yes, how often? Occasionally? On a regular basis?

- Row 3  Children do not feed themselves.
- Examples:**
- Caregivers feed children to make cleanup easier.
  - Caregivers hold infant bottles even if infant is able to hold the bottle.

- Sometimes children feed themselves.
- Examples:**
- Caregivers only allow children who don't make a mess to feed themselves.
  - Toddlers feed themselves, but caregivers feed older infants.

- Children are always encouraged to feed themselves.
- Examples:**
- Spoon-fed infants have their own spoon to hold as caregiver feeds them: Tayon dips his spoon into the bowl of carrots and the caregiver says, "Tayon, you're using your spoon to eat with."
  - Allie, an infant, holds her bottle while her caregiver rocks her and says, "Allie, you are holding your own bottle today."
  - As Tanya, a toddler, spoons corn onto her plate, her caregiver asks her to pass the bowl to Jamal when she is finished; when Tanya does so, her caregiver says, "Thank you, Tanya, for passing Jamal the corn."

"T is using his spoon to eat his applesauce."

"J is pouring  1s milk in the cup."

Eugene poured his milk into his cup."

"Lucio spread his peanut butter on his muffin."

---

 Number: 1 Author: Beth Pierson Date: 2/3/25, 2:01:08PM  
We need at least one more example

## II. SCHEDULES AND ROUTINES

### II-F. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 4	<input type="checkbox"/> Children have no choice about what and/or how much to eat. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Caregivers decide what children will eat and feed them.</li> <li>- As a caregiver feeds an older infant, the infant turns her head, but the caregiver continues to feed her.</li> </ul>	<input type="checkbox"/> Sometimes children have a choice about what and/or how much to eat. <b>Examples:</b> <ul style="list-style-type: none"> <li>- At breakfast children can choose what they want, but at lunch they have to eat what the caregiver gives them.</li> <li>- Kylee is told she cannot leave the table until she eats all her green beans.</li> </ul>	<input checked="" type="checkbox"/> Children have a choice about what and how much to eat. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Hailey eats her grapes before she eats her muffin at breakfast.</li> <li>- E.J. drinks all his milk and then eats his cereal.</li> <li>- Penny leaves some food on her plate and says "I'm done." The caregiver answers that she  throw her plate away and wash up.</li> </ul>	<p>CQ: Do children have choices about what they want to eat at mealtimes?</p> <p>Children are offered family style and able to choose what they want to eat from what is offered.</p> <p>They are not required to eat all of the food on their plate at any time</p> <p>Teagan dipped her chicken in her potatoes while eating lunch. Eugene said, "I do not want salad." he did not take the salad for his plate</p>
Row 5	<input type="checkbox"/> Feedings and/or mealtimes are rushed. <b>Example:</b> <ul style="list-style-type: none"> <li>- Caregivers quickly remove lunch items from table while children are still eating.</li> </ul>	<input type="checkbox"/> Sometimes feedings and/or mealtimes are unhurried. <b>Example:</b> <ul style="list-style-type: none"> <li>- At breakfast children eat at their own pace, but at lunch children are rushed to finish so they can lie down for their nap.</li> </ul>	<input checked="" type="checkbox"/> Feedings and mealtimes are leisurely. Children eat at their own pace and spend varying amounts of time eating. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Caregivers initiate conversations with children.</li> <li>- Caregivers read a book while children eat, to keep their attention until the majority of children are done eating.</li> </ul>	<p>Teachers talk about what the children played throughout the morning and during choice time. One child talks about the new baby at home.</p> <p>As children finish they  clear plates with assistance</p> <p>Lucio pointed to his chicken strip. Teacher N said, "Lucio, do you like chicken. Do you want to eat your chicken? you were making chicken in the house this morning. You put it on your plate."</p>
Row 6	<input type="checkbox"/> Children rarely interact with caregivers during mealtimes. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Caregivers are busy with other duties.</li> <li>- Caregivers supervise mealtimes but do not join children.</li> </ul>	<input checked="" type="checkbox"/> Children interact with caregivers briefly during mealtimes. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Caregivers ask children if they want more of something.</li> <li>- Caregivers sometimes sit with children or behind them, while directing children to eat their food.</li> <li>- One teacher talks with children about their day, while the other teacher only asks children if they want more to eat or are finished.</li> </ul>	<input checked="" type="checkbox"/> Children and caregivers show pleasure in their interactions and communications with one another while seated together during mealtimes. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Caregivers smile, observe, and listen attentively to children.</li> <li>- Caregivers converse with children.</li> <li>- Caregivers leave the table as needed to get items or to help a child.</li> </ul>	<p>Teachers smile while talking at the table. Teachers help as needed as children take plates to the sink.</p> <p> 3</p> <p>Teacher N smiled when Lucio smiled as he dipped his chicken strip in his ranch. She commented, "you are dipping your chicken in your ranch, I like to eat it that way too." He smiled and continued to eat his chicken.</p>

Number: 1 Author: Beth Pierson Date: 2/3/25, 2:01:29PM

Here, we need an anecdotal note about what you observed, not just general statements..

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Number: 2 Author: Beth Pierson Date: 2/3/25, 2:02:35PM

One more exaple needed

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Number: 3 Author: Beth Pierson Date: 2/3/25, 2:02:48PM

Two more examples needed

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## II. SCHEDULES AND ROUTINES

### II-F. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 7	<input type="checkbox"/> All children are fed/eat on schedule whether or not they are hungry.	<input checked="" type="checkbox"/> Sometimes children are fed/eat when they are hungry, even when their hunger occurs outside a designated feeding or mealtime.  <b>Example:</b> – Children who come in late in the morning can get a snack, but children who get hungry before lunch have to wait.	<input checked="" type="checkbox"/> Children are fed/eat when they are hungry, even when their hunger occurs outside a designated feeding or mealtime.  <b>Examples:</b> – Infants eat on demand. – Caregivers have extra fruit, cereal, or crackers on hand and give a small snack to children who get hungry outside of mealtimes.	<p>CQ: Are children fed when they are hungry, even when their hunger occurs outside a designated feeding or mealtime? If yes, how often? Sometimes? Regularly?</p> <p>If a child comes in late and is hungry, there is fruit cups available. <span style="background-color: yellow; border: 1px solid black; padding: 2px;">1</span></p> <p>When a parent brought a child in at 9:40 ( breakfast is officially over) the food aide asked the parent, "Did Aaron have breakfast yet? Would he like a little somethings to eat?" The parent said he would like to eat so she offered him a fruit cup and sat at the table with him.            There are no extra snack or food given out except for children that arrive late for breakfast (Food aides response when asked)</p>
Row 8	<b>In mixed-age and toddler rooms</b>  <input type="checkbox"/> Children do not participate in setup or cleanup of meals.	<b>In mixed-age and toddler rooms</b>  <input checked="" type="checkbox"/> Sometimes children participate in setup and/or cleanup of meals.  <b>Example:</b> – Children help with cleanup but not setup.	<b>In mixed-age and toddler rooms</b>  <input type="checkbox"/> Children participate in setup and cleanup of meals and receive support for doing so.  <b>Examples:</b> – Henry throws his cup in the trash, and caregiver says, "Thank you for throwing your cup away!" – Terrance helps put plates and forks in the middle of the table for lunch.	<input type="checkbox"/> Mark "N/A" if it is an infant-only room.  Children help with taking their plates and utensils to the sink after scaping in the trash. Children do not help set up

 Number: 1 Author: Beth Pierson Date: 2/3/25, 2:03:12PM

What about during the day?

If the first statement is from the teacher, put it in quotes and label who said it.

## II. SCHEDULES AND ROUTINES

Circle one indicator level for this item based on the scoring rules on page ix.

### II-G. Group times for mobile infants and toddlers are fluid and dynamic and focus on children's actions, ideas, and interests.

1  2  3  4  5

Check here if not observed or reported.

Notes: (a) Group times are defined as both small- and large-group gatherings that generally are planned but occasionally are spontaneous. (b) Group times consist of activities with hands-on materials or music and movement activities.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> For mobile infants and toddlers, there are no daily group times. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Children are confined in seats.</li> <li>- Free play continues all day in between caregiving routines.</li> </ul>	<input checked="" type="checkbox"/> For mobile infants and toddlers, sometimes group times are a regular part of the day. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Group times do not occur every day.</li> <li>- Only whole-group times are scheduled.</li> </ul>	<input checked="" type="checkbox"/> For mobile infants and toddlers, group times (small and large groups) are a regular part of the day. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Children paint shells for small-group time.</li> <li>- Before lunch all the children gather together and sing songs.</li> <li>- During choice time, a small group of children play with balls and buckets.</li> <li>- Children wave scarves to music during whole-group times.</li> </ul>	<input type="checkbox"/> Mark "1" if there are only infants aged 0-6 months in room, and leave all remaining rows blank. Note: If level 1 is checked, score a 1 and leave the remaining rows blank. During choice time Kindermusik is offered and children are offered bells, scarves and zig zag blocks.  All large groups and small groups are offered daily during choice times. Children are able to come and go and make the choice to join the group time or small group or play with the toys in the room as they choose
Row 2	<input checked="" type="checkbox"/> Children make no choices during group time. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Caregivers make choices for children on how to use materials.</li> <li>- Children sing songs as instructed by caregivers.</li> </ul>	<input type="checkbox"/> Children make some choices during group time. <b>Examples:</b> <ul style="list-style-type: none"> <li>- Caregiver allows Amari to choose the blue car from his basket but says he has to drive the car instead of flying it around.</li> <li>- Ciara chooses "Wheels on the Bus" and wants to sing the "mommies" verse first, but the caregiver tells her to "sing it the way the verses go."</li> </ul>	<input checked="" type="checkbox"/> Children make many choices during group time: <ul style="list-style-type: none"> <li>• How to explore and use materials</li> <li>• How to communicate</li> <li>• Where to sit and/or stand</li> <li>• How to move</li> <li>• What to sing</li> <li>• How to sing</li> </ul> <b>Examples:</b> <ul style="list-style-type: none"> <li>- At small-group time, caregivers give children a set of materials to use in any way they want.</li> <li>- Children move their bodies to music in any way they want.</li> <li>- Children can sit any way they want for large-group activities.</li> </ul>	Children are offered puzzles at the table that are different than the ones on the shelves that they may use at the table. Children have a choice to do activities such as car painting during choice time Children participate in Kindermusik and are able to move how they want. If they do not want to participate they do not have to.  There are puzzles available at all times, for a small group offer, the teachers picked 8 sound puzzles to choose to play with at the tables if the children choose to do so. 2 children took them to a rug on the floor to play. They were given the choice.

Number: 1 Author: Beth Pierson Date: 2/3/25, 2:04:06PM

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We're looking for organized group times that are on the picture schedule and occur each day. If the Kindermusik happens during choice time, it would score lower for both choice time and here.

What was the large group, small group, or whole group activity, and how did group time fit into your descriptions? The wording you choose will help clarify.

Number: 2 Author: Beth Pierson Date: 2/3/25, 2:05:41PM

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Here, if the materials are preset on tables, we need to note that, as it's not part of the HighScope curriculum and will affect the score.

Were puzzles part of an organized group time? Was this their small group?

Choice time should not be discussed on this row.

We need examples for each closed bullet here to score a 5. Based on the evidence provided, this would either be a 1 or 3, as I don't have enough evidence to determine which.

The small and large groups are offered during the choice time in this classroom.

## II. SCHEDULES AND ROUTINES

### II-G. (continued)

#### Level 1 Indicators

Row 3  Children do not use the materials provided in their own manner.

##### Examples:

- Caregivers have children make a product, such as a rabbit or flower.
- Children move their bodies to music as the caregiver instructs them to or listen to directions on the CD.

#### Level 3 Indicators

Sometimes children use the materials provided in their own manner.

##### Example:

- At small-group time children may use the Duplos any way they want, but during large-group activities, the children have to sing the songs the way the teacher leads them.

#### Level 5 Indicators

All children use the materials provided in their own manner.

##### Examples:

- While using water and paintbrushes, Natalia bangs her brush on the table.
- While using shakers to music, Linus waves the shaker in the air and imitates how other children are moving their shakers.
- Ben moves his body vigorously to the fast music.

#### Supporting Evidence/Anecdotes

Children can move their bodies and use the Kindermusik manipulatives however they want. 1

During Kindermusik, Eugene and Lucio ran to the fast music, and crawled during the slow music. They followed what Teacher H was doing during the music. Kindermusik lasted 15 minutes with children choosing whether to do the activity or not (cannot include since this happened during choice time?)

Row 4  Children's actions and interests do not determine the length of group time.

##### Example:

- Caregivers insist that children stay with an activity until all children are done.

Children's actions and interests sometimes determine the length of group time.

##### Example:

- Children can leave the table when they are finished with small-group activities, but all children have to stay and sing for large-group activities.

Children's actions and interests determine the length of group time. Children explore and play with materials for varying amounts of time.

##### Examples:

- Toddlers come and go freely from one small group to the other.
- Children have choices when they do not want to participate in the large-group activity.
- Caregivers stop group times when children begin to lose interest.

Refer to row 2 Kindermusik

It lasted about 15 minutes, but was offered during choice time. (Kindermusik) 2 of the 8 children were interested the whole time, the rest came back and forth from play to music. One child did not 2 at all, Teacher N invited her over to the activity. She went to the books and Teacher N went to read books with her.

 Number: 1 Author: Beth Pierson Date: 2/3/25, 2:07:32PM

We need more examples and if this was not a organized gorup time we do not score it here

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 Number: 2 Author: Beth Pierson Date: 2/3/25, 2:08:06PM

We don't know how long this lasted. How long was it?

Kids freely came and went—did this happen during choice time? If so, it shouldn't be included here.

## II. SCHEDULES AND ROUTINES

Circle one indicator level for this item based on the scoring rules on page ix.

**II-H. Outside times provide nature-based sensory-motor learning opportunities.**

1  2  3  4  5

Check here if not observed or reported.

[Notes: (a) If outside time is scheduled but not observed, score at level 1. (b) Where extreme weather conditions or safety considerations prevent the regular use of the outdoor play space, a large and open indoor space, such as a gross-motor room, may be used as a substitute. (c) If the observation occurs on a day that is atypical due to unusual weather or other special conditions, check "not observed or reported."]

### Level 1 Indicators

Row 1  There is no daily outside time.

### Level 3 Indicators

Sometimes outside time is a part of the day for some children

#### Example:

- Nonmobile infants are not taken outside, but mobile infants and toddlers go outside when there is enough time before lunch.

### Level 5 Indicators

Outside time is a part of each day for all children.

#### Examples:

- Caregivers take infants outside every day. During cold weather, infants are bundled up and taken for a stroll outside, and mobile infants and toddlers go out for brief amounts of time.
- On a hot day, caregivers may take nonmobile infants out and place them on a blanket in the shade while mobile infants and toddlers play in the shade or go in the sprinkler.

### Supporting Evidence/Anecdotes

Note: If level 1 is checked, score a 1 and leave the remaining rows blank.

Children play outdoors with their permits

, The children went outside for 25 minutes. It was nice enough to stay out the scheduled time. 33 degrees. The next class was coming out so they had to go in. They are scheduled for 30 minutes, but were a little late getting outdoors.

Row 2  Children do not have choices during outside time.

#### Examples:

- For infants and nonmobile children, riding in a stroller is the only outdoor activity.
- Toddlers only go on walks or play teacher-led games.

Children have some choices during outside time.

#### Examples:

- Sometimes infants are placed on a blanket in the shade.
- Toddlers can ride tricycles, climb on a climber, and play with balls.

Children have many choices during outside time.

#### Examples:

- Children may roll, creep, crawl, cruise, toddle, walk, climb, run, pedal, dig, paint, pretend, build, splash, converse, ride, swing, slide, push, pull, get under or into, pretend.

Outdoors the children are offered a slide, climber, bikes, and scarves. Teachers offer chalk with supervision

 Number: 1 Author: Beth Pierson Date: 2/3/25, 2:09:01PM

How long did they go outside when you observed them what was the weather like that would go here

## II. SCHEDULES AND ROUTINES

### II-H. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	<p><input checked="" type="checkbox"/> When outdoors, caregivers do not encourage children to explore materials with all their senses.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Grass is the only material available to explore.</li> <li>- Caregivers do not bring out portable materials.</li> </ul>	<p><input type="checkbox"/> When outdoors, caregivers encourage children to explore some materials with all their senses.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Nonmobile infants do not use sand and water, but are given toys to explore outside while lying on a blanket.</li> <li>- Sometimes caregivers have toddlers play on the tricycles only, or direct them to stay on the blacktop, such as after it rains.</li> </ul>	<p><input checked="" type="checkbox"/> When outdoors, caregivers encourage children to explore natural and play materials with all their senses.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Children pick up, smell, carry, and drop sticks, large stones, leaves, and dandelions.</li> <li>- They can play in sand and/or water, crawl on grass.</li> <li>- Caregivers bring out materials for children to use and/or lie on, such as blankets, mats, balls, bats, shovels, buckets, bubbles, blocks, and bikes.</li> <li>- Children can go anywhere on the playground and use any of the materials available.</li> </ul>	<p>Children may dig, play in the sand and pick up sticks.</p> <p>The [redacted] 1 are able to move about the playground as they like</p> <p>Teacher H got out the chalk when asked by a child to get it out. They did not get out materials until they were asked to do so by a child.</p>
Row 4	<p><input type="checkbox"/> When outdoors, children do not interact or play with caregivers.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>- Caregivers supervise children for safety but do not get involved in their play.</li> </ul>	<p><input checked="" type="checkbox"/> When outdoors, children sometimes interact and play with caregivers.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>- Caregivers supervise children for safety and sometimes get involved in their play, such as pushing them on the swings.</li> </ul>	<p><input checked="" type="checkbox"/> When outdoors, children interact and play with caregivers.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Caregivers supervise children for safety and get involved in their play.</li> <li>- Caregiver plays chase with toddlers Sammy and Nevaeh.</li> <li>- Caregiver sits on the ground with Emani, a mobile infant, and rolls a ball back and forth to her.</li> <li>- A small group of toddlers push their feet through the sand with their caregiver.</li> </ul>	<p>Teachers play tag and ring around the rosy with children that want to play.</p> <p>Too many children were sitting on the slide and Teacher N said that it not safe. Only one person can go down each slide at a time." She continued to count children [redacted] 2 they went down the slide.</p>

 Number: 1 Author: Beth Pierson Date: 2/3/25, 2:09:41PM  
How did the adults encourage them?

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 Number: 2 Author: Beth Pierson Date: 2/3/25, 2:09:56PM  
Here we need 3-5 examples

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## II. SCHEDULES AND ROUTINES

### II-H. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 5	<p><b>In infant and mixed-age rooms</b></p> <p><input type="checkbox"/> Nonmobile and mobile infants spend all their outside time in playpens, carriages, strollers, swings, or wagons.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>- Every day Mariah walks the infants she cares for around the setting in a stroller.</li></ul>	<p><b>In infant and mixed-age rooms</b></p> <p><input type="checkbox"/> Nonmobile and mobile infants spend some of their outside time in playpens, carriages, strollers, swings, or wagons.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>- Every other day, caregivers take the children for a walk in the stroller(s).</li></ul>	<p><b>In infant and mixed-age rooms</b></p> <p><input type="checkbox"/> Nonmobile and mobile infants spend little or none of their outside time in playpens, carriages, strollers, swings, or wagons.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- Strollers are used only in special situations, such as when taking nonmobile infants for a walk, transporting children in and out of the setting, or going out in very cold weather.</li><li>- When outdoors, infants are placed on blankets in the shade to explore and move their bodies; mobile infants can crawl, scoot, and roll around the playground.</li></ul>	<p><input checked="" type="checkbox"/> Mark "N/A" if it is a toddler-only room.</p>

This page contains no comments