



Supervision of Play and Learning

ITERS-R Indicator	Why is this important?
<ul style="list-style-type: none"> • Children are within sight (easy glance), hearing, and easy reach (within seconds) of staff with no more than a few (no more than 5) momentary lapses (less than 1 minute). <ul style="list-style-type: none"> ○ Staff quickly get materials from closet in room. ○ Staff call into building from door while supervising children on playground. ○ No momentary lapse in supervision can occur when the risk of danger is too high (water play/climbing) 	<ul style="list-style-type: none"> • This indicator makes the program consider supervision throughout the day and the program. Children's basic safety is the number one priority. • Toddlers move quickly and children must be in easy reach to protect them. • There would need to be enough staff present to watch children during play. • Where the staff are positioned around the room and whether they moving around as needed to keep a close eye on children will impact this indicator.
<ul style="list-style-type: none"> • Attention is on caregiving responsibilities, not on other tasks or interests. 	<ul style="list-style-type: none"> • Very little or no attention should be given to other work or interests that do not directly involve the well-being of the children in the group. Staff can interact with each other or visitors, but should be infrequent. Staff who are responsible for the group should not be pulled from the class to perform other tasks for the center without a substitute being provided (meal prep for center, laundry, answering phones, etc.).
<ul style="list-style-type: none"> • Staff show awareness of the whole group even while working with 1 child or small group. 	<ul style="list-style-type: none"> • It is important for staff to watch, listen to, and remain aware of what is happening in the entire area used by children so they don't miss problems and are not able to take action when needed.
<ul style="list-style-type: none"> • Staff react quickly (reasonable amount of time) to solve problems in a comforting and supporting way. 	<ul style="list-style-type: none"> • Children should not have to wait an unreasonable amount of time to get their needs met in a way that satisfies them. Staff may need to judge what the child is trying to communicate and respond accordingly.
<ul style="list-style-type: none"> • Staff play with children and show interest in or appreciation of what they do. <ul style="list-style-type: none"> ○ It must be evident throughout the observation a significant amount of time is spent playing and showing interest in what the children are doing. Does not include time in routines. 	<ul style="list-style-type: none"> • Beyond supervising for safety staff should be interested in what the children are doing as they play. This should be a partner-like interaction not directing or taking over.
<ul style="list-style-type: none"> • Staff give children help and encouragement when needed. <ul style="list-style-type: none"> ○ Help child who is wandering to get involved in play. ○ Help baby access toy on shelf. 	<ul style="list-style-type: none"> • To make it possible for children to play as independently as possible, staff should give help to children when needed. • The extent to which children need help will vary by the child and the activity taking place.

<ul style="list-style-type: none"> • Staff watch carefully and usually act to avoid problems before they occur. <ul style="list-style-type: none"> ○ Bring out duplicate toys. ○ Move active play before it disrupts quiet play. 	<ul style="list-style-type: none"> • Staff should be vigilant and alert to the children's needs. They should miss very little. Staff should realize there will be a negative effect if things progress among the children or with the physical setting if they don't make the changes in the social group or the physical setting before children get into trouble.
<ul style="list-style-type: none"> • Supervision is individualized. <ul style="list-style-type: none"> ○ Closer supervision of child with greater needs. ○ Infant moved to avoid boredom. 	<ul style="list-style-type: none"> • Supervision is not the same for everyone and everything. Staff must watch, protect, and interact with the children according to the specific needs of each child, each activity, or the hazards in the environment.
<ul style="list-style-type: none"> • Staff vary supervision to meet differing requirements of activities. <ul style="list-style-type: none"> ○ Art activities and materials with small pieces closely supervised. 	<ul style="list-style-type: none"> • The abilities and personalities of the children will need to be considered when determining the requirements of the activity. When considering the relative hazards, complexity, and difficulty associated with play staff can determine supervision.

SOURCE: *Infant/Toddler Environment Rating Scale (ITERS)*

