



Greeting and Departing

ITERS-R Indicator	Why is this important?
<ul style="list-style-type: none"> • Staff greet each child and parent (any person/adult responsible for the care of the child) as they enter the room. • When staff enter the classroom for the first time during the day they must greet the children. 	<ul style="list-style-type: none"> • Children need to perceive that they are acknowledged by staff in a way that is either positive or neutral, but never negative. Greeting children and parents upon arrival lets children know they are welcomed and can set the tone for the entire day. • Greeting helps staff and parents to formally transfer responsibility for the child. Staff register in their minds each child who is present. • Greeting of parents helps to build the relationship of trust that allows them to leave their children in the care of others.
<ul style="list-style-type: none"> • Departure is well organized. <ul style="list-style-type: none"> ○ Children's things ready to go. ○ Diapers recently changed. ○ Parents know routine. 	<ul style="list-style-type: none"> • Pleasant, organized departures help the children move smoothly from the child care program to home. When things are relaxed and orderly, frantic searches for important possessions are minimized. When parents and staff calmly exchange child-related information, the children get the message that they are well cared for.
<ul style="list-style-type: none"> • Parents enter into the classroom to drop off child as part of daily routine. 	<ul style="list-style-type: none"> • Parents who do not enter the area used for their child's care when dropping off or picking up their child miss opportunities to learn about what children experience throughout the day.
<ul style="list-style-type: none"> • Parents and staff share information related to child's health and/or safety at greeting and departure. <ul style="list-style-type: none"> ○ How the child slept the night before. ○ Any medication. ○ Parents notified of any illness in group. ○ Any injuries reported. • In addition to routines, health and safety, staff talk to parents about specific things their child did during the day. <ul style="list-style-type: none"> ○ Activities they enjoyed or a new skill they worked on. 	<ul style="list-style-type: none"> • The exchange of information between parents and the staff who directly care for the children is extremely important. Infants and toddlers are vulnerable to problems in a wide range of health, safety, and developmental issues. Unlike older children, they cannot clearly explain why things are going wrong. Adults can misinterpret the reason for distress. To maximize understanding of each child, staff and parents must participate in frequent two-way conversations to become well informed about the child's status. • Parents sometimes feel guilty about everything they are missing while working. Adding additional information about specific things a child did throughout the day allows parents to experience what their child may be experiencing.

<ul style="list-style-type: none"> • Children that struggle with separation from parent or departing from center handled sensitively. <ul style="list-style-type: none"> ○ Staff comfort crying child. ○ Patient with child who is not ready to leave play. 	<ul style="list-style-type: none"> • There are many reasons why children struggle with separation and at many different levels. Whatever the cause of separation problems, staff and parents should take the child's reaction seriously, understanding the real pain the child is feeling, and responding sensitively. It helps to understand how the child is feeling when the adults remember how they feel when having to leave someone they love, not knowing when they will see them again.
<ul style="list-style-type: none"> • Written daily record of infant's (less than 12 months of age) feeding, diapering, and sleeping given to parents. <ul style="list-style-type: none"> ○ Must be completed by staff as routines occur. 	<ul style="list-style-type: none"> • Written daily records show parents that routines were completed with their child, and provides information about the important facts that parents should be made aware of to provide continuity between home and child care.
<ul style="list-style-type: none"> • Friendly, relaxed atmosphere that encourages parents to spend time in the classroom at drop-off and pick up times. <ul style="list-style-type: none"> ○ Parent and staff chat while child gets settled. ○ Parent reads to child. 	<ul style="list-style-type: none"> • A friendly, relaxed atmosphere can encourage parents to stay and interact with their child to allow for a smoother transition and parents may not feel as rushed.

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

