

Schedule

ITERS-R Indicator	Why is this important?
<ul style="list-style-type: none"> • Schedule for basic routines (feeding, sleeping, and diaper/toileting) is flexible and individualized to meet each child's needs and causes not difficulties or distress for any child. <ul style="list-style-type: none"> ○ Infants on individual schedules. ○ Tired toddler can have early nap. 	<ul style="list-style-type: none"> • Even adults vary when it comes to meeting personal needs and they are most comfortable with having flexibility in how time is used. Unlike adults though I/T don't have control and have far more pressing needs since they are so young. Therefore, schedules need to be flexible and individualized. This also tells infants and toddlers they are important and they can trust adults.
<ul style="list-style-type: none"> • Schedule provides balance (depending on ages, needs, moods, and the weather) of indoor and outdoor activities. 	<ul style="list-style-type: none"> • Because of typical indoor restrictions, active toddlers need lots of time outdoors. Very young infants may need more time indoors to meet their needs. • Since all children benefit from being outside, outdoor activities should be provided as a daily event, except in very bad weather.
<ul style="list-style-type: none"> • Active and quiet play varied to meet children's needs. 	<ul style="list-style-type: none"> • Infants and toddlers enjoy and benefit from both quiet (using fine motors, art, sand or water play, or books) and more active play (climbing, kicking, rolling, dancing, crawling, walking, running, catching, etc.).
<ul style="list-style-type: none"> • No long periods of waiting during transitions between daily events with nothing to do. <ul style="list-style-type: none"> ○ Long periods is more than 3 minutes or when waiting results in distress or problems for children. 	<ul style="list-style-type: none"> • During long periods of waiting, when children have nothing positive to do, learning time is wasted and problems with discipline may come up, often forcing staff to control children unnecessarily.
<ul style="list-style-type: none"> • Staff adjust schedule of play activities throughout the day to meet varying needs of children – see examples on page 378 in All About ITERS. <ul style="list-style-type: none"> ○ Change activity if children lose interest. ○ Extend play time when children are interested. 	<ul style="list-style-type: none"> • Each child has an individual need. At times the whole group may have a need, not going outdoors on a rainy day. Being flexible in the schedule of activities will avoid behavioral problems with children.
<ul style="list-style-type: none"> • Most transitions between daily events are smooth. <ul style="list-style-type: none"> ○ Play materials for next activity set out before activity begins. ○ Children allowed to eat right after handwashing. ○ Transitions done gradually with no more than a few children at a time. 	<ul style="list-style-type: none"> • Smooth transition means that children flow smoothly from one activity period to the next, without long waits or troublesome behavior. Transitions work best if staff plan ahead, avoid having children wait, and keep them actively involved as much as possible.



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