



## ITERS-3 Interactions Self-Assessment

The purpose of this self-assessment is to reflect on how you support the learning and development of children in regard to adult-child and child-child interactions during program time.

Space and Furnishings	
Reflection Questions Based on ITERS-3 Quality Indicators	Notes
In what ways am I protecting toddlers from active play when they are in the “cozy area” (a clearly defined space with a substantial amount of softness where children may play quietly)?	
How am I pointing out and talking to children about displayed materials?	

Personal Care Routines	
Reflection Questions Based on ITERS-3 Quality Indicators	Notes
How am I individualizing and providing equal attention for children of different ages during feedings and meals?	
How am I ensuring interactions with children are contributing to a pleasant atmosphere during meal/feeding times?	
How do I provide positive support and teaching during diapering/toileting routines in a responsive and pleasant manner?	
In what ways am I providing simple explanations to children why they cannot engage in unsafe behaviors?	
How am I giving positive feedback to children during health and safety routines and practices?	

Language and Books	
Reflection Questions Based on ITERS-3 Quality Indicators	Notes
How do I use materials, displays, routines, and other experiences to initiate conversations with children, while introducing new and interesting vocabulary?	
When and in what ways do I talk with children in response to their interests, engagement, or mood?	
In what ways do I talk playfully with children?	
How am I individualizing with, and showing positive interest in, children’s verbal and non-verbal attempts to communicate?	
In what ways am I showing positive interest in children’s use of books and making adult initiated book times attractive to children?	



## ITERS-3 Interactions Self-Assessment

Activities	
Reflection Questions Based on ITERS-3 -3 Quality Indicators	Notes
How am I supporting and helping children learn to use fine motor materials?	
In what ways am I talking and engaging with children during fine motor, dramatic play, and art activities/experiences?	
How do I engage children in musical experiences, informally and individually (during play and routines such as feeding/diapering/rocking, etc.)?	
In what ways am I supporting and encouraging children to use blocks and talking with interested children about their block play?	
In what ways do I talk with and engage children to support their experiences with nature and science materials and the natural world, both indoors and outdoors?	
How am I supporting children's math/number learning (such as counting and comparing), using materials, activities, and experiences, during play and routines?	
How am I ensuring children under 2 years are not receiving screen time and how am I actively involved with children in a positive way who are using screen time?	
In what ways am I pointing out similarities and differences among people to help children see diversity in a positive way?	

Interaction	
Reflection Questions Based on ITERS-3 Quality Indicators	Notes
In what ways am I supporting and encouraging children's gross motor development through interactions?	
How am I showing interest in and appreciation for what children do during non-gross motor times?	
In what ways am I individualizing for and ensuring the use of warm physical contact with children during routines and play?	
How am I positively responding to children who are crying and/or upset (anxious, angry, hurt, and/or afraid)?	
In what ways am I ensuring my expectations for children's behavior are appropriate for their age and developmental levels?	
How am I providing positive attention to children when they are behaving well and using other ways of preventing potential problems?	
In what ways am I supporting, encouraging, and facilitating children's ability and attempts to interact with other children?	
How am I explaining to children in simple terms why certain behaviors are not permitted?	



## ITERS-3 Interactions Self-Assessment

Program Structure	
Reflection Questions Based on ITERS-3 Quality Indicators	Notes
In what ways am I providing positive interactions with children during free play time and respecting children who prefer to play alone?	
How am I ensuring children are supported and actively engaged during group times and are able to leave group times when not interested?	