ITERS-3 Promoting Diversity Self-Assessment

The purpose of this self-assessment is to provide guidance in how to best support the learning and development of the children in your program in regard to promoting diversity in your environment, activities, and interactions.

Environment

Items	Yes	No	Partial	Notes
There are examples* of racial and cultural diversity that are easily visible to children				
There are examples of cultural/racial diversity as a **regular** experience for children				

Materials

Items	Yes	No	Partial	Notes
Dolls representing at least 3 races are accessible				
There are at least 2 different types of dramatic play props representing different races or cultures included for use in the dramatic play center (foods, clothing, cooking utensils, etc.)				
There are 10 or more easily visible, positive examples of diversity with at least 1 example in each category: books, displayed pictures (in addition to pictures of children and their families), and accessible play materials				
Materials include at least 4/5 of the types of diversity (race, culture, age, ability, and non-traditional gender roles)				

Activities & Interactions

Items	Notes on Current Practices
Staff encourage children to follow their own interests and do not enforce or support gender stereotypes associated with some toys and activities	
Staff intervene appropriately to counteract any observed prejudice (establish fair treatment of others)	
Inclusion of diversity in activities and instructional strategies are used as a part of activity offerings (music from various cultures used in a group activity, sign language used, multicultural books read, etc.)	
Staff recognize and support children for their own individuality (are patient with demanding children, use children's home language)	
Materials, activities, and interactions all show diversity in a positive way (no stereotypes)	

* Note: an "example" of diversity in materials consists of a contrast in diversity (e.g, dolls with different skin tones together is <u>one</u> example).