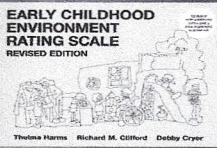


# ECERS-R Best Practices



**Presenter:**  
**Mrs. Othondra Williams-Hicks, M.Ed**

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## Table of Content

- Understanding the ECERS-R standards.
- Understanding the scoring process.
- How to incorporate ECERS-R in the classroom.

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## ECERS-R Standards

- Scale consists of 43 items organized into 7 subscales:
  - Space and Furnishings
  - Personal Care Routines
  - Language-Reasoning
  - Activities
  - Interactions
  - Program Structure
  - Parents and Staff



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## Key Terms to Remember



### ➤ Accessibility:

- Children can reach and are allowed to use materials indoors and outdoors.

### ➤ Many, Some, and Few:

- “Many” means at least ten materials with no fewer than three for the children enrolled.
- “Some” means at least two materials for use for the children enrolled.
- “Few” means only enough for one child enrolled.

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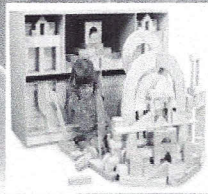
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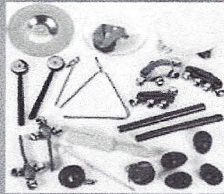
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## Examples



Many



Some

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## Key Terms



### ➤ Variety

- Providing a wide variety of materials that are accessible in each of the areas that the children can access.

### ➤ Appropriate (Age, Develop level, Images)

- Materials and equipment that are age appropriate.
- Providing different levels of difficulty.
- Posters, books and pictures that are appropriate for the classroom.

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### Weather Permitting

Means children go outside everyday, unless there is active precipitation, a weather advisory, or public announcements related to unsafe health conditions.



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### Handwashing

Ensuring proper handwashing:



- Both hands washed with liquid soap and rinsed thoroughly under warm running water for 20 seconds.
- Hands should be dried with individual paper towels that are not shared or air-dried with a blower.
- The usage of gloves, wipes or antiseptic waterless washes does not count in the classroom.

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### “Substantial Portion of the Day”

“One third the time children are in attendance”

- Substantial portion of the day is calculated based on what is observed, the posted daily schedule, plus what the teacher says is usually done during the rest of a full day program.
- Score is based on interaction among adult/child, materials, and accessibility.



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## Scoring

**Understanding the scoring process.**

- **What is scored in the classroom and outdoors?**  
Scoring is based on hygiene, adult/child interactions, materials, and environment indoors and outdoors.
- **Score levels**
  - All scores 5 and above indicate those items that lead to high quality.
  - All scores 4 and under indicate those items are need of improvement.

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## Scoring continues

Inadequate 1	Minimal 2	Good 3	Excellent 4
<p><b>#22 Blocks</b></p> <p>1.1 Are blocks accessible to children's play?</p> <p>1.2 Have all of the pieces used by block play?</p> <p>1.3 Are all self-assembly materials available to children's play?</p>	<p>2.1 Are each block and accessory accessible to all 3 or more children or used in a play structure or play scenario?</p> <p>2.2 Have all of the pieces used by block play?</p> <p>2.3 Are all self-assembly materials available to children's play?</p>	<p>3.1 Are each block and accessory accessible to all 3 or more children or used in a play structure or play scenario?</p> <p>3.2 Have all of the pieces used by block play?</p> <p>3.3 Are all self-assembly materials available to children's play?</p> <p>3.4 Have all self-assembly materials available to children's play?</p>	<p>4.1 Are each block and accessory accessible to all 3 or more children or used in a play structure or play scenario?</p> <p>4.2 Have all of the pieces used by block play?</p> <p>4.3 Are all self-assembly materials available to children's play?</p> <p>4.4 Have all self-assembly materials available to children's play?</p>

(See Notes for Clarification and Questions on next page)

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## #22 Blocks




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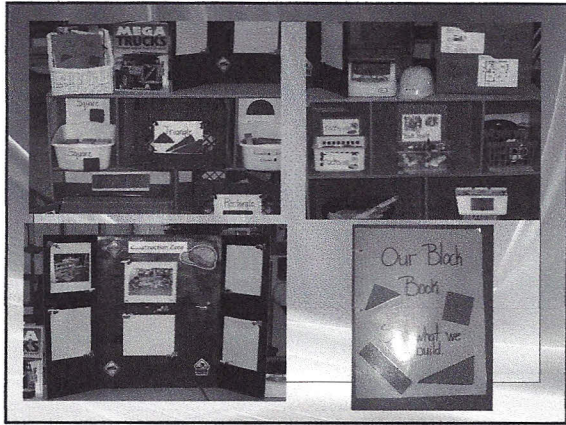
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### Scoring #22 Blocks

Indicator	1	2	3	4	5	6	7
<b>#22 Blocks*</b>							
1. From the perspective of children's play:							
1.1. Blocks are used to construct a variety of structures of the same size.							
1.2. Blocks are used to construct a variety of structures of different sizes.							
1.3. Blocks are used to construct a variety of structures of different sizes and shapes.							
1.4. Blocks are used to construct a variety of structures of different sizes, shapes, and colors.							
1.5. Blocks are used to construct a variety of structures of different sizes, shapes, colors, and textures.							
1.6. Blocks are used to construct a variety of structures of different sizes, shapes, colors, textures, and patterns.							
1.7. Blocks are used to construct a variety of structures of different sizes, shapes, colors, textures, patterns, and designs.							
1.8. Blocks are used to construct a variety of structures of different sizes, shapes, colors, textures, patterns, designs, and functions.							
1.9. Blocks are used to construct a variety of structures of different sizes, shapes, colors, textures, patterns, designs, functions, and purposes.							
1.10. Blocks are used to construct a variety of structures of different sizes, shapes, colors, textures, patterns, designs, functions, purposes, and meanings.							
1.11. Blocks are used to construct a variety of structures of different sizes, shapes, colors, textures, patterns, designs, functions, purposes, meanings, and stories.							
1.12. Blocks are used to construct a variety of structures of different sizes, shapes, colors, textures, patterns, designs, functions, purposes, meanings, stories, and characters.							
1.13. Blocks are used to construct a variety of structures of different sizes, shapes, colors, textures, patterns, designs, functions, purposes, meanings, stories, characters, and settings.							
1.14. Blocks are used to construct a variety of structures of different sizes, shapes, colors, textures, patterns, designs, functions, purposes, meanings, stories, characters, settings, and environments.							
1.15. Blocks are used to construct a variety of structures of different sizes, shapes, colors, textures, patterns, designs, functions, purposes, meanings, stories, characters, settings, environments, and worlds.							
1.16. Blocks are used to construct a variety of structures of different sizes, shapes, colors, textures, patterns, designs, functions, purposes, meanings, stories, characters, settings, environments, worlds, and universes.							
1.17. Blocks are used to construct a variety of structures of different sizes, shapes, colors, textures, patterns, designs, functions, purposes, meanings, stories, characters, settings, environments, worlds, universes, and galaxies.							
1.18. Blocks are used to construct a variety of structures of different sizes, shapes, colors, textures, patterns, designs, functions, purposes, meanings, stories, characters, settings, environments, worlds, universes, galaxies, and planets.							
1.19. Blocks are used to construct a variety of structures of different sizes, shapes, colors, textures, patterns, designs, functions, purposes, meanings, stories, characters, settings, environments, worlds, universes, galaxies, planets, and moons.							
1.20. Blocks are used to construct a variety of structures of different sizes, shapes, colors, textures, patterns, designs, functions, purposes, meanings, stories, characters, settings, environments, worlds, universes, galaxies, planets, moons, and stars.							

All About- ECERS-R Pg. 225- Explanations

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### Incorporated ECERS-R in the classroom

**Schedule**

- Meet the requirements for "Substantial Portion" of the day.
- No long periods of waiting. (Plan out transition activities)



**Accessible**

- Children can reach and are allowed to use the materials in the classrooms and outdoors.

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**Materials**

- Providing adequate amount of materials for the children.
- Materials can be store brought or homemade.

**Learning Environment**

- Providing an environment where children learn to develop his or her social, cognitive, emotional development and fine and gross motor skills.



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**Reference**

- Harms, T., Clifford, R. M., & Cryer, D. (1998). *Early Childhood Environment Rating Scale-Revised*. New York, NY: Teachers College Press.
- Harms, T., Clifford, R. M., & Cryer, D. (1998). *All About the ECERS-R*. New York, NY: Teachers College Press.



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Inadequate  
1

2

Minimal  
3

4

Good  
5

6

Excellent  
7

## 22. Blocks\*

1.1 Few blocks are accessible for children's play. \*

3.1 Enough blocks and accessories are accessible for at least two children to build independent structures at the same time. \*

3.2 Some clear floor space used for block play.

3.3 Blocks and accessories accessible for daily use. \*

5.1 Enough space, blocks, and accessories are accessible for three or more children to build at the same time. \*

5.2 Blocks and accessories are organized according to type.

5.3 Special block area set aside out of traffic, with storage and suitable building surface (Ex. flat rug or other steady surface). \*

5.4 Block area accessible for play for a substantial portion of the day. \*

7.1 At least two types of blocks and a variety of accessories accessible daily (Ex. large and small; homemade and commercial).

7.2 Blocks and accessories are stored on open, labeled shelves (Ex. labeled with picture or outline of blocks). \*

7.3 Some block play available outdoors.

*(See Notes for Clarification and Questions on next page)*