

Tennessee Additional Notes to FCCERS-R™-August 1, 2018

Overview

The purpose of the Tennessee additional notes is to improve the interrater agreement among scale users and to provide further interpretation of items and indicators to assist with scoring decisions. In order to fulfill the requirements of Tennessee state law, the Tennessee Anchors wrote these additional notes as the first reference for scale clarification and scoring. These notes have been adopted for use in Tennessee assessments. The notes follow the intent of scale application as defined by Thelma Harms, Debby Cryer and Richard M. Clifford, authors of the scale. Some of the information used in the additional notes was adapted from the Family Child Care Environment Rating Scale®-revised edition. This resource can be checked out from a CCR&R office, a TECTA office or it can be purchased online.

Be sure to replace older notes with newer notes.

The most recent TN changes are:

8/1/18: General Notes and Items 8 and 9

8/1/17: General Notes and Items 8, 9, 10, 12 and 24

10/17/16: General Notes and Item 12

8/1/16: Items 3, 10, 29 and 31

8/1/15: General Note and Items 3, 6, 8, 12 and 32

General Notes for FCCERS

Levels of quality

Levels of quality build expectations from inadequate to minimal to good to excellent. In order to meet the intent of indicators in the higher levels of quality, all levels of quality below must be met. Consider not only the requirements of the indicator, but the level of quality documented as general practice throughout the observation.

Accessibility

Materials are considered accessible only if it is observed that children freely access and are permitted to use most of the materials. Some materials may not be accessible during the observation. If the schedule indicates an additional time for access to materials, base score on teacher questions and how materials were used.

Accessibility at the minimal level of quality

This note pertains to Item 3 Provisions for relaxation and comfort-indicators 3.1 and 3.2; Item 17 Art-indicator 3.1; Item 18 Music and Movement-indicator 3.1; Item 19 Blocks-indicators 3.1 and 3.2; Item 20 Dramatic play-indicators 3.1 and 3.2; Item 21 Math/number-indicator 3.1; Item 22 Nature/science-indicators 3.2 and 3.3; Item 24 Promoting acceptance of diversity-indicator 3.1.

For materials to be counted as accessible to children, they must be able to reach and use the materials for a period of 1 hour a day in a program of 8 hours or more. The 1 hour can be provided at one time or as a combination of several periods throughout the day. This does not mean that each child must have a full hour to use the materials. However, it is required that the majority of the children have a reasonable chance to use the materials at some time if they wish.

Less time is required for programs operating less than 8 hours a day, with the amount of time calculated proportionally, based on the ratio of 1 hour for programs of 8 hours or more. For example, if a program operated for 6 hours a day, this would be $\frac{3}{4}$ of a full-day program, so the time required would be $\frac{3}{4}$ of the 1 hour. Use this chart to determine the approximate amount of time needed in programs operating less than 8 hours.

| Number of hours in operation | 2 hours | 3 hours | 4 hours | 5 hours | 6 hours | 7 hours |
|--|---------|---------|---------|---------|---------|---------|
| Approximate minutes required for accessibility | 15 | 25 | 30 | 40 | 45 | 50 |

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Accessibility for much of the day

In order to meet much of the day there should be no significant extended periods of time where structured activities prevent access to materials. At the good level, access must be observed throughout the day. Research verifies that children learn through prolonged periods of play that allow them opportunity to make choices, discover and explore. For all programs, regardless of the hours of operation, throughout the day requires that all children benefit from meaningful periods of play. Full day programs (8 hours or more) must provide multiple opportunities for free play during times when the majority of the children could have access. In after school programs, the schedule should reflect at least one meaningful period when the majority of children have access to materials because they have been in large group, structured activities for much of the school day. In programs that choose to provide extensive periods of outdoor play, the provider has an additional responsibility to provide access to various materials while outdoors so that children may still have significant opportunities to explore and discover.

Materials and opportunities for engagement should be offered regularly to all children, regardless of age and ability. However, the caregiver's primary responsibility is to provide safety and comfort for the children under his/her care. Holding a child for extensive periods of time can limit access to materials just as placing them in a piece of equipment. The caregiver must balance meeting the emotional needs of children while providing appropriate stimulating experiences. If a child becomes upset, he should be comforted. If children need comforting for extended periods of time, the requirements of accessibility may still be met if the caregiver provides ample opportunities for access to materials.

Accessibility and Transitions

When calculating time for play activities (i.e. gross motor time, free play, access to materials), only the times children are actively engaged can be considered. For example, set up times, clean up times, and transition times without access to materials will not count towards meeting accessibility or time requirements.

Some

The term "some" occurs most frequently in indicators that represent a minimal (3) level of quality, although occasionally it occurs at higher levels. In determining how much is needed to give credit for "some" in an indicator, consider the requirements in the parallel indicators at the lower and next higher level of quality. For example, if under inadequate "no" materials are required, then "some" would mean "one or more". In cases where a plural is used with the term "some", then "more than one" would be required to give credit. When terms such as "very few" or "very little" or "rarely" are used under inadequate, then "some" represents a mid-point between what is required for the 1 and the 5 levels.

Many and varied

Terms such as "many" or "variety" are used throughout the scale. We have provided numbers to guide decision making for many of these terms. However, the actual number required will depend on number of children enrolled, and the ages and abilities of those children. In cases where there are small groups of children, the numbers provided are likely to be reasonable. However, in large family child care homes, with 10 or more children, more materials will be needed.

Display

Display only counts as materials if it encourages active involvement through child manipulation.

Equipment

DHS licensing rules state that all equipment shall be well made and safe with no conditions which present a hazard for children (1240-04-04-.04 for Family Homes and 1240-04-01-.04 for Group Homes). To be considered safe, manufacturer's safety instructions must be followed. For example, crib, bed and futon mattresses should not be used on the floor to create soft areas.

Assessors will not consider mattresses on the floor towards meeting requirements for soft furnishings, and if seen, assessors will notify DHS licensing and the child care agency staff of the violation (effective October 17, 2016).

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Forced participation

When children are required to participate in an activity or lose interest during the activity, but are not allowed to leave, participation is considered forced. Children may be encouraged to join an activity, but staff should be respectful of their cues and respond appropriately if any child loses interest.

Gross Motor

The list of acceptable protective surfacing materials does not include mixed surfacing materials since these materials were safety tested individually.

All equipment and/or play structures present in gross motor areas will be considered when assessing playground safety unless a physical barrier (fence, cones, rope, etc.) is present providing a visual reminder to children that an area is not to be used.

In order to ensure variety, portable gross motor materials, such as balls, hula hoops, or jump ropes, may count for no more than three skills. For example; balls can count for throwing, catching and kicking.

Health

Disinfectant and/or anti-bacterial wipes do not count for sanitization purposes. Products that can meet the requirements as sanitizing solutions are: bleach and water solution; or a commercial product that states on the label or manufacturer's products sheet it kills 99.9% of germs, kills HIV virus, or is an EPA registered product. All commercial products used for sanitizing must be used according to manufacturer's instruction.

Proper hand washing requires the use of liquid soap and running water.

Language

With regard to language and interactions, it is expected that many incidences will be observed and scoring is based on overall impact. When two or more educators are in the home and you are trying to determine overall impact of interactions, look for a balance. However, if one caregiver is extremely negative, a balance cannot be achieved and the indicator should be discounted.

Response

Crying infants should be comforted through various means such as holding, offering materials, moving to a different position, checking on routine care needs. It is an issue if the only response to a crying infant is to hold the child for lengthy periods of time throughout the day without trying other options.

Rotation

When rotation of materials is required, rotation should occur monthly.

Scoring clarification

Examples are for clarification only and are not intended as scoring requirements unless otherwise stated.

For scoring purposes in the state of Tennessee, disregard statements on page 7 regarding the number of observations and required attendance. A single observation will be completed regardless of the number of rooms.

Enrollment present on the day of the observation should be typical of enrollment on all other days. In addition, both age groups (under thirty months and over thirty months) must be represented if both age groups are enrolled. Children attending Kindergarten are considered school-agers.

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Supervision

With regards to supervision, staff must be able to hear the child at all times, and must be able to physically respond immediately. Limited times when children are out of sight (2 to 4 minutes lapses) are acceptable as long as children are not engaged in high risk activities. The educators focus must be on the children, especially during high risk activities, such as eating, sand/water play, art, etc. in order to adequately protect children preschool age and younger.

Connected indicators and omitted items

For programs that enroll only school age children, the following items/indicators may be scored NA: #7, 5.4; #8; #15, 1.3, 3.3 and 5.3; #18, 5.3; #19 if all are older than seven years of age; #20, 5.4; #23 if all are older than six years; and #25, 1.4.

Items to be omitted from TN scoring: #35, #36, #37 and #38

Specific Notes for FCCERS

1. Indoor space used for child care

5.2 The natural lighting should enter the areas of the home where children spend much of their day.

2. Furniture for routine care, play and learning

3.2 Enough furniture for play means that the children have the developmentally appropriate seating needed to use play materials and that there are suitable ways of making materials accessible to the children on open storage shelves. Children twelve months and older, who can select toys independently, should have access to materials on low, open shelves. Tables and chairs are needed to encourage more sustained play with toys for children twelve months and older.

5.1 Seating arrangements used for eating and play/learning must be made suitable for 75% of the children.

7.1 Seating arrangements for eating and play/learning must be child-sized for 75% of the children. The seating arrangement should provide back support if needed.

7.3 A rocking chair could be considered for supervising children at a child-sized table if placed near the table.

3. Provisions for relaxation and comfort

1.1, 3.1, 5.1, 7.1 Standard bed-sized pillows or larger are considered furnishings. Smaller pillows count as materials. To count as a furnishing, rugs/mats should be large enough to permit at least one child to stretch out and lounge comfortably.

5.1 Softness provided at indicators 3.1, 5.1 and 7.1 are intended to build on the levels of quality. Therefore, if a soft provision was counted at a lower indicator, the same provision cannot be considered at a higher indicator. Both furnishing(s) and materials should be gathered together in the designated space to create a cozy area. The cozy area should provide a substantial amount of softness that allows children using that area to completely escape hard surfaces.

5.3 If only school-agers are enrolled, at least 10 soft toys are required regardless of the number of children.

4. Arrangement of indoor space for child care

1.2, 3.2 It is understandable that some family homes may use multiple rooms. This would be considered acceptable. Staff must be able to hear the child at all times and must be able to physically respond immediately.

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Limited times when children are out of sight (2 to 4 minutes lapses) are acceptable as long as children are not engaged in high risk activities.

1.3, 3.1 When infants and toddlers are confined and prevented from moving around freely, it prevents them from learning through exploration. If children are unhappy, they should not be confined. If a child is playing happily, the confinement should not exceed thirty minutes at a time. They should spend most of the day unconfined.

3.3 When determining safety hazards, consider the ages and abilities of the children, the placement and severity of the hazard. Since item 12 already addresses safety hazards, this should only consider extreme hazards.

5. Display for children

Display should be meaningful for children. To meet the requirements of the display item and indicators as well as the requirements of other agencies, consider the quality of the display. The requirements may be met with fewer thoughtfully chosen pieces that incorporate several meaningful components (ex. one poster may include diversity and current themes, etc.).

5.3 Work done by the children should be displayed in the areas where children spend much of their day.

6. Space for privacy

1.2 Children should not be isolated without interaction and/or something to do for a period longer than 10 minutes.

5.2 If requirements are not met for 5.1, then requirements are not met for 5.2.

7.2 This indicator requires more than just having a center limited to a specific number of children. Evidence of staff intentionally setting up special activities for one or two children should be observed. This indicator carries a higher expectation than general monthly rotation; therefore, activities should be changed more than once a month.

7. Greeting/departing

3.3 While all parents of infants and toddlers must enter the area where children are being cared for at the time of their arrival, it should be observed as the general practice for older children. If children are bused to the facility, credit can be given for 3.3 if verbal communication takes place between the primary educator and families. This communication must be documented and take place on a weekly basis.

3.4 For preschool and school-age children, information should be shared as a general practice. For each infant and toddler, there must be evidence that daily verbal or written communication regarding health and/or safety is shared at arrival.

5.4 Written information is required and should be documented as the routines are completed.

8. Nap/rest

Score this item NA if only school-aged children are enrolled and nap/rest is not used. However, the item must be scored if a child indicates that a rest period is needed or nap/rest is observed.

1.2 If a parent requests their child to have a special sleeping arrangement due to a health condition, a dated and signed note from a physician detailing the special condition is required. Car seats are not an acceptable sleeping arrangement. A physician's statement is required for placing infants on their stomachs to sleep

1.2 Swaddling is considered a safe sleep issue and is not allowed by licensing. If this is observed, this indicator will be scored no and the issue will be reported.

1.2 Materials prohibited in cribs include: blankets, soft toys, bumper pads, bottles, bibs or anything around the child's neck, and pacifier attachments.

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1.2, 3.2 Children sleeping in cribs should have only a tight fitting bottom sheet. Children sleeping on cots/mats should have a bottom cover and a coverlet. Each child should have an individual crib, cot or 2 inch mat. Cross contamination of linens is considered at this indicator.

1.2, 3.2 For children under two, all sleeping provisions should be 30 inches or more apart. For children two and older, all sleeping provisions should be 15 inches or more apart. For all children regardless of age, at least 75% of the sleeping provisions should meet the required spacing listed in the scale (under two 36 inches; two and over 18 inches).

Children should be assigned an individual mat, cot or crib. If they are not assigned, then the provision should be sanitized in between each use.

1.2, 3.2, 5.2 An alternative to meeting the space requirements is to provide solid barriers. In order to meet requirements as a solid barrier, the barriers must run the length of the sleeping provision.

1.3. 3.3 Sleeping infants should be checked every 15 minutes by touch.

5.2 All sleeping provisions should be 30 inches or more apart and at least 75% of the sleeping provisions must be 36 inches or more apart.

9. Meals/snacks

1.1, 3.1 Water should be provided as needed between meals and snacks.

1.2, 3.2 The intent of this indicator is to determine whether the correct components of a meal or snack are being served to the children. No analysis of the nutritional value of foods served is necessary. Use the Food Guide to determine whether the components are present. The guidelines also require all components to be served together. Personal dietary preferences of the assessor (e.g., whole grain vs. white breads; fresh vs. canned vegetables, high vs. low sugar or fat content, etc.) are not to be used in determining the quality of the foods served.

Consider perishable foods (including infant formula) which are left out longer than 1 hour.

Regardless of source or ages served, 75% of all children must receive meals and snacks that meet USDA guidelines. Providers may supplement if they choose in order to guarantee 75% compliance. Combination foods are foods with multiple components that have been packaged together or combined during the cooking process. Combination foods can be counted to meet up to two different components. Scoring consideration of combination foods should be balanced with other items on the menu. Foods that might be served together, but do not meet the definition of combination foods can count for up to 3 components (i.e. hamburgers, sandwiches, cereal and fruit). When vegetable garnishes are served in sufficient quantities, they may be considered to meet the requirement as a vegetable. Breading on meat products may not be counted. Beans can count as either a vegetable or protein as needed.

For Tennessee scoring purposes, consider only foods served on the day of the assessment when determining if meal guidelines are met.

1.3, 3.3, 5.3 Eating surfaces must be cleaned and sanitized prior to, and following, use for food service. Follow the “2-step” process. Eating surfaces should be: 1) washed with a soap and water mixture to remove gross soil and, 2) sanitized with a bleach-water solution before and after being used for meals/snacks. To allow bleach-water solution to sanitize a surface, it should be allowed to air dry or remain on the surface for at least 10 seconds (best practice is 2 minutes) before rinsing away or wiping dry. For other acceptable sanitizing agents, refer to the general notes of the Tennessee Additional Notes. A fresh paper towel must be used for each step. One paper towel should be used to clean all surfaces and a second clean paper towel should be used to sanitize all surfaces. Cloth towels may be used in place of paper towels. If cloths are used for cleaning or sanitizing food prep surfaces, they may not be re-used for other purpose during the day and should be set aside for laundering.

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If proper sanitary measures are clearly practiced as part of the child care program, but an occasional lapse does occur, then requirements are met.

If food is served directly on the high chair tray, table or paper towel, the food should be dry (example, crackers, cheerios, etc.) otherwise a plate, bowl, or cup should be used.

1.5, 3.5 The list of food allergies does not have to be publicly displayed; however, directions for finding this information should be publicly displayed in the room where children eat.

3.5 For food substitutions to be considered appropriate, they must meet the same nutritional value as the food they replace.

1.3, 3.3, 5.3 Educators' hands must be washed before and after feeding a child a bottle. The expectation is for children's hands to be washed before and after eating (including bottle feeding) regardless of whether they feed themselves or are fed by an adult. The use of wipes on very young infants without head/neck control is appropriate. In addition, if an infant falls asleep during the bottle-feeding, it is permissible for their hands to be wiped before laying the child down, or the child's hands can be washed upon awakening.

To allow staff to keep their focus on children while they are eating, a separate wipe may be used on each child's hands as they leave the table. However, all hands must be washed as soon as staffing allows.

1.4, 3.4 The intent for these indicators is for infants to be held for bottle feeding unless the bottle is being served with a meal.

5.4 To meet the requirements of an accurate menu, more than just the food components should be listed. For milk, it is permissible to list "milk" without identifying the specific type of milk. An accurate menu reflecting the specific type of foods served should be posted where it can be easily seen by families.

10. Diapering/toileting

1.1, 3.1, 5.1, 7.1 Basic sanitary conditions include proper diapering procedures as outlined in the Tennessee Diapering Process. The Tennessee Diapering Process may be found at www.tnstarquality.org. The Tennessee Diapering Process would adequately minimize the spread of germs and replaces the procedure outlined in the scale. When cleaning or sanitizing surfaces, a disposable towel or fresh cloth must be used for each part of the process.

If children are not potty training, the expectation is for them to be changed on an acceptable changing surface.

If the same sink is used for all handwashing, it must be properly sanitized following toileting/diapering handwashing routines before it is used for any other purpose. Proper sanitizing includes spraying the sink bowl, rim, and faucets with an appropriate sanitizing agent. If the facility permits sinks to be designated for specific purposes, then this should be done (for example, sinks near toilets should be used for handwashing following toileting/diapering, while sinks in the food prep area are used for food-related and other purposes). The intent is to cut down on fecal-oral contamination (intestinal germs on the hands).

To allow bleach-water solution to sanitize a surface, it should be allowed to air dry or remain on the surface for at least 10 seconds (best practice is 2 minutes) before rinsing away or wiping dry. For other acceptable sanitizing agents, refer to the general notes of the Tennessee Additional Notes.

1.2, 3.2 A thorough visual check (both front and back inside of diaper) should occur approximately every two hours.

1.3, 3.3 Since new research has shown that waterless washes are an inadequate sanitary measure, proper hand washing with soap and running water is required following diapering or toileting. If the educator's hands are washed prior to wiping the bleach solution from the diaper changing surface, and the solution has been allowed to sanitize the surface for at least two minutes, then a second hand washing is not required.

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7.2 All children capable of independent handwashing should be able to easily reach the sink.

11. Health practices

3.2 When combining all categories to determine 75%, priority should be given to handwashing when dealing with bodily fluids (blood and mucous). Consider the impact upon the children. Examples are required.

3.4 Over-the-counter medications may be given with written permission from parents and must be in the original container. If giving medication is part of the program's policy, the indicator is scored. If giving medication is not part of the program, the indicator would be scored NA.

5.3 Sun protection should be used as needed regardless of time of day.

7.2 Toothbrushes should be allowed to air dry, by leaving them uncovered (out of the danger of contamination) or covered in a way that allows them to breathe. Evidence of tooth brushing should be observed.

12. Safety practices

1.1, 1.2, 3.1 For scoring purpose in Tennessee, we do not consider the measurements listed in the notes for clarification for raised edges on changing tables, choking hazards, for height of play equipment and finger entrapments. In addition, fences are not required for the outdoor play area. Consider the location of the area and how it is supervised. For a more detailed listing of Playground Safety Hazards, refer to the Tennessee Playground Sheet found at www.tnstarquality.org.

When considering the number of safety hazards, consider the severity and immediate risk to children. If only one hazard is present, but it is severe or life threatening, scoring can stop at the inadequate or minimal level.

1.1, 3.1, 5.1 Bleach and water solution, used to sanitize surfaces, does not have to be locked, but must be stored out of reach of young children. Safety concerns such as glass, unsteady furniture, sanitizing agents sprayed directly in breathing areas of children, etc. are considered here. Crib slats should measure less than 2 and 3/8 inches. Discount if bottles or baby food are heated in the microwave and immediately fed to children without first being shaken or stirred to eliminate "hot spots". For assessment purposes, the temperature of the water will not be measured. Bean bags chairs may be used with infants under close supervision.

1.1, 3.1, 5.1 Indoor space for gross motor play and equipment is not held to the same standards as outside; however, safety as the primary focus should be insured. Consider the placement of equipment as well as the surface under equipment where children might fall. If indoor children's climbing equipment is used, mats or carpet are required to be placed under the equipment if it is over 12 inches in height. This is in reference to equipment specifically for climbing. General home furnishings such as a couch, chair or bed that children climb on do not require mats or carpet underneath. Temporary padding such as a pillow, cushion or beanbag placed to protect the child from injury are acceptable in these situations.

1.1 Swaddling is considered a safe sleep issue and is not allowed by licensing. If this is observed, it will be scored no and reported.

1.1 Materials prohibited in cribs include: blankets, soft toys, bumper pads, bottles, bibs or anything around the child's neck, and pacifier attachments.

1.1, 3.1 If pod seats are used without a belt or tray it is considered a safety concern. If this is observed, it will be scored no and reported.

1.1, 3.1, 5.1 All sleeping surfaces must meet manufacturer's specifications and must meet federal requirements. Sleeping surfaces should not be altered in any way.

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1.1, 3.1, 5.1 Following the implementation of the new crib standards, cribs that obviously do not meet the federal standards will be considered as safety hazards.

1.3, 3.2 Sleeping infants should be checked every 15 minutes by touch.

5.3 Evacuation procedures must be posted.

15. Using books

3.2 For scoring purposes in Tennessee, when determining if almost all of the books are in good repair consider the total number of books.

7.1 Since young children cannot read, the book area should be designed for children to view the books by seeing the fronts of the books. If only the spines are showing then requirements are not met.

7.4 Books should be added or changed monthly.

16 Fine motor

5.1 At least one craft material must be accessible for school-agers.

17. Art

5.2 These materials are required to be accessible throughout the day. All materials do not have to be out at the same time as long as the various types are out for meaningful periods of time during the day.

18. Music and movement

3.1 For Tennessee scoring purposes, some means at least two materials for each age group enrolled.

5.2 Some appropriate music materials refers to the “many” music materials as defined at 5.1.

5.4 Music used appropriately can enhance many activities. However, music becomes a distraction when used as background noise, left on for long periods of time or played at a high volume all of which interfere with learning. In addition to music and movement activities, other examples could include activities such as painting to music, soft music during nap or meals, and listening to ocean sounds during water play. The music used should match the activity and have a purpose.

19. Blocks

When determining if very small blocks should be considered under item 16 as fine motor materials or under item 19 as blocks, consider the intent and placement.

3.2 "Some" for this item is defined as at least five accessories of two different types.

7.2 There should be at least 5 examples of each type listed in the indicator accessible.

20. Dramatic play

7.1 To meet the requirements for this indicator, there must be at least two different types of props that represent two different elements of diversity (examples: clothing, skin tone, food, abilities, eating utensils and dishes, etc.) accessible for use in dramatic play.

7.2 Materials must be accessible weather permitting.

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22. Nature/science

3.1 Two materials are required for each age group.

3.2 If requirements are not met for 3.1, then requirements are not met for 3.2.

5.3 Some means that children have daily experiences with either living plants or animals located in the room where the children play the majority of the day or in an indoor area that children visit daily. In order to meet requirements, living things (plants, animals, etc.) must be easily seen by the children. If these items are stored out of the view of children (on top of a shelf, behind a cabinet, etc.) the educator must make these accessible by bringing them down to the children's eye level. There must be clear evidence that this occurs on a daily basis and that the intent is for children to have meaningful experiences with living things.

23. Sand and water play

Since moldable sand cannot be easily poured, it is not an acceptable substitute for sand. Moldable sand is considered a three dimensional art material.

5.2 If both sand and water are used, at least three types of toys should be accessible for each. Consider the number of children allowed to use the provision in determining if more toys are needed.

7.1 For children 18 months and older, both sand and water must be included as a regular part of the program, but both are not required daily.

24. Promoting acceptance of diversity

5.1 At least three different books, three different pictures, and three different types of materials should be accessible. Types of materials can include items such as puzzles, puppets, fine motor materials, blocks, etc. In order to meet the requirement for 3 different types, materials from three examples should be present (i.e. 1 puzzle, 1 set of puppets and 1 set of lacing cards). Multiple materials of one type (for example 3 puzzles) would not meet requirements.

5.1 In order to promote equal opportunity in gender roles, there should be at least one example of a male and a female performing the same work role. This example can be represented in books, pictures, and/or materials. Example: male and female chef or male and female educator.

5.1, 5.2 Required materials should be accessible for much of the day. Additional sets of dolls/people figures count towards meeting requirements at 5.1 if not counted at 5.2.

5.2 At least four different examples of diversity are required. Examples include varied foods, clothing, utensils, textiles, skin tones, abilities, varied ages, etc. These examples cannot be represented by just one type of prop (all examples represented by dolls or all examples represented by puppets).

7.1 One example during routines and one example during play must be observed.

7.2 Activities should be provided at least 4 times a year.

25. Use of TV, video, and/or computer

If the assessor observes movies/videos being used that have violent or otherwise inappropriate material, discount the appropriate indicator. Otherwise, ask about the program's/educator's policy concerning use of TV and videos. No longer base your determination on what you see stored in the room. Do not reference movie/program names or ratings on summary reports. If audio-visual materials are used less than once a month while children are interested, mark this item NA.

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5.1 To be considered “good for children,” materials for computer and TV viewing must be appropriate and educational.

26. Active physical play

1.2, 3.2 Indoor space for gross motor play and equipment is not held to the same standards as outside; however, safety as the primary focus should be insured. Consider the placement of equipment as well as the surface under equipment where children might fall. If indoor children’s climbing equipment is used, mats or carpet are required to be placed under the equipment if it is over 12 inches in height. This is in reference to equipment specifically for climbing. General home furnishings such as a couch, chair or bed that children climb on do not require mats or carpet underneath. Temporary padding such as a pillow, cushion or beanbag placed to protect the child from injury are acceptable in these situations.

1.2, 3.2 When there are more than 5 minor hazards or if there are 2 serious hazards outdoors, requirements are not met in the one level. If there are no serious hazards and no more than 5 minor hazards requirements are met in the three level. Lack of protective surfacing, equipment spacing, etc. may be considered as major hazards depending on the measurements and whether or not serious injury could result.

5.3 Ample implies that children have choices daily.

5.4 If a physical barrier limiting access to equipment is not observed, then the space and equipment is considered accessible to all children.

7.4 At least three to five skills are required in inclement weather.

29. Discipline

Discipline is defined as teaching children to exercise self-control. Discipline is ideally proactive, and reactive only when needed. The proactive steps taken to teach self-control and prevent misbehavior are part of effective classroom management. One element of classroom management is developmentally appropriate expectations for the children. This means that the expectations should be based upon the children, their ages and abilities, their experiences, and best practice about how children grow and learn. When discipline is reactive, it should be a positive teaching interaction between an adult and child. Lack of observed discipline encounters typically indicates effective classroom management strategies resulting in positive discipline.

3.1 Time out is not considered developmentally appropriate for children under the age of three.

31. Schedule

1.2 If any routine care need for any one child is completely ignored, it would be considered here.
If most of the routine needs for any one child are consistently ignored score indicator 1.2 yes.
If any one of the routine care needs is not met for 75% of children, score indicator 1.2 yes.

3.2 Consider “most” to mean that more than half of the children’s routine care needs (meals/snacks, nap/rest, diapering/toileting) are met.

32. Free Play

5.3 Ample and varied toys, materials and equipment are required for much of the day. In order to meet requirements, most items in the activity subscale should meet the requirements for many and varied.

33. Group Time

7.2 At least one example of the provider engaging in educational interaction with small groups or individual children and at least one example of educational interaction with the whole group must be observed.

Tennessee Additional Notes to FCCERS-R™-August 1, 2018

34. Provisions for children with disabilities

ECERS-R™ 37, ITERS-R™ 32, FCCERS-R™ 34, and SACERS-Updated™ 42 should be scored NA unless a child with a disability that has been diagnosed through a formal assessment procedure and receives (or is eligible for) early intervention services is enrolled. Across all four scales, the following aspects should be considered when scoring: modifications, parent involvement, inclusion, and use of assessment information. Look for the extent of modifications needed to the schedule or classroom to include the child in daily activities, parent and staff communication regarding the child's assessment information and ongoing therapy, and the use of assessment information into planning throughout the day. Some parents may not share all information with staff for various reasons. Consider the levels of quality when determining if staff and parents have shared enough information to meet the child's needs. Even if staff put significant effort into asking about a child's needs, if parents share no information, the child's development is compromised.

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