



Early Childhood Environment Rating Scale (ECERS-R) Webinar – 103



- Review the *Personal Care Routines* subscale
- Some of the requirements for items under this subscale
- Scoring Refinements

ECERS-R Webinar Series

Title	Description
ECERS-R 101	<ul style="list-style-type: none">• Why the DECE uses the ECERS-R tool• What the ECERS-R tool measures, broadly• What to expect before, during, and after an ECERS-R assessment• What resources are available to support you
ECERS-R 102	<ul style="list-style-type: none">• This webinar provides a deep dive into the <i>Space and Furnishings</i> subscale
ECERS-R 103	<ul style="list-style-type: none">• This webinar provides a deep dive into <i>the Personal Care Routines</i> subscale
ECERS-R 104	<ul style="list-style-type: none">• This webinar provides a deep dive into the <i>Language-Reasoning</i> and <i>Interaction</i> subscales
ECERS-R 105	<ul style="list-style-type: none">• This webinar provides a deep dive into the <i>Activities</i> subscale.
ECERS-R 106	<ul style="list-style-type: none">• This webinar provides a deep dive into the <i>Program Structure</i> subscale
ECERS-R 107	<ul style="list-style-type: none">• How to read and interpret your ECERS-R report• How to use ECERS-R data and recommendations to inform pre-K program goals

The ECERS-R Subscales

The six subscales are made up of 37 separate items, or rubrics

Space & Furnishings	Personal Care Routines	Language-Reasoning	Activities	Interaction	Program Structure
1. Indoor space 2. Furniture for care, play, and learning 3. Furnishings for relaxation and comfort 4. Room arrangement for play 5. Space for privacy 6. Child-related display 7. Space for gross motor play 8. Gross motor equipment	9. Greeting/departing 10. Meals/snacks 11. Nap/rest 12. Toileting/diapering 13. Health practices 14. Safety practices	15. Books and pictures 16. Encouraging children to communicate 17. Using language to develop reasoning skills 18. Informal use of language	19. Fine motor 20. Art 21. Music/movement 22. Blocks 23. Sand/water 24. Dramatic play 25. Nature/science 26. Math/number 27. Use of computers 28. Promoting acceptance of diversity	29. Supervision of gross motor activities 30. General supervision of children 31. Discipline 32. Staff-child interactions 33. Interactions among children	34. Schedule 35. Free play 36. Group time 37. Provisions for children with disabilities

It is the average of all of these factors that relate to children's outcomes

ECERS-R 103 Objectives

- Understand key requirements for the Personal Care Routines subscale.
- Understand some scoring revisions that have been made by the DECE.
 - Throughout this webinar, you will see any scoring refinements in red text.



Materials and resources that will be helpful during this webinar

- The *All About the ECERS-R* book
- ECERS-R spiral-bound scale (if you have one)
 - To request a copy, email programassessment@schools.nyc.gov
- **NYCDOE DECE Additional Notes for the ECERS-R**
 - Available on the DECE website under Program Assessment
 - This document is inclusive of Environmental Rating Scale Institute (ERSI) Additional Notes for Clarification

Personal Care Routines

*All About the
ECERS-R
p. 79*

9. Greeting/departing
10. Meals/snacks
11. Nap/rest
12. Toileting/diapering
13. Health practices
14. Safety practices

Item 9: Greeting and departing (*All About ECERS-R* p.79)

- Children are greeted warmly and individually by *all* staff members in the classroom
- Families are greeted warmly by staff, and is a time for sharing some information
- **If possible, there should be structures in place that encourage families to bring their children into the classroom in the morning**
- When children arrive, they are helped to become involved in activities, if needed

Item 10: Meals and snacks (*All About ECERS-R* p.89)

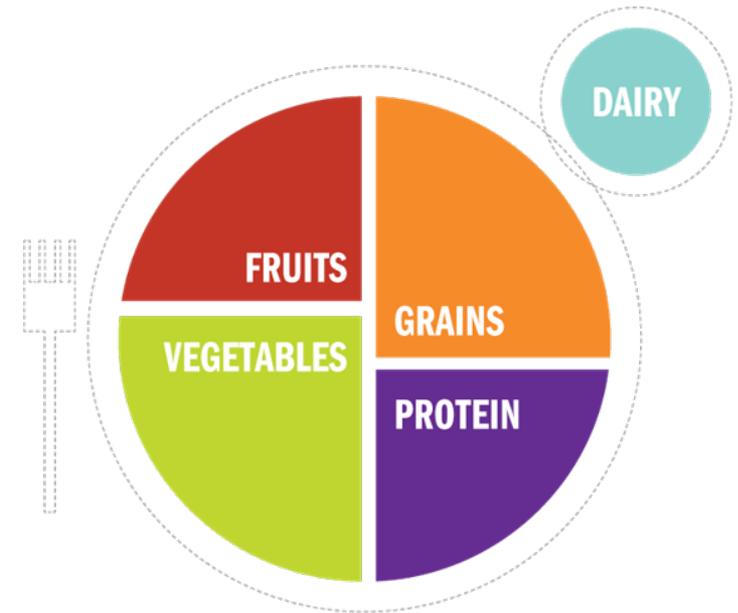
- There is at least:
 - Breakfast and lunch; or
 - Lunch and a nutritious snack

Breakfast	Lunch	Snack
<i>All of the following</i>	<i>All of the following</i>	<i>Two of the following</i>
One serving of unflavored milk or milk substitute (fat-free or 1%) – ¾ cup	One serving of unflavored milk or substitute (fat-free or 1%) – ¾ cup	One serving of unflavored milk (fat-free or 1%) – ½ cup
One serving of a vegetable/fruit or 100% Juice – ½ cup or 4oz.	Two servings of vegetables and/or fruits – ½ cup total	One serving of vegetable/fruit or 100% Juice – ½ cup or 4 oz.
One serving of grain/whole-wheat or whole-grain bread – ½ slice per serving	One serving of grain/whole-wheat or whole-grain bread – ½ slice, ¼ cup pasta/grains, or ½ tortilla	One serving of grain/whole-wheat or whole-grain bread – ½ slice per serving
	One serving of meat or meat alternative – 1 ½ oz.	One serving of meat/meat alternative – ½ oz.

- Meals served to children must be of adequate nutritional value, even if prepared at home and should be served to children every 2-3 hours.

Item 10: Meals and snacks (*All About ECERS-R* p.89)

- Any food allergies should be posted
- Children with food allergies should be given an alternative in the same food category (e.g. for children allergic to milk, water would not be an adequate substitute, however soymilk would be appropriate)
- Staff should sit at the table with children during meals and interact with children
- Children must appropriately clean their hands before eating, and afterward if they have touched the food
- Tables should be sanitized before children eat



Item 10: Meals and snacks

Hand Cleaning

- Procedures are aligned with national standards written in part by the American Academy of Pediatrics
- **Hand sanitizer may be used if hands are not visibly soiled, the product contains 60 – 95% alcohol, manufacturer’s instructions are followed, and children are closely supervised**
- Proper handwashing requires the following steps:

Handwashing Procedure
1: Moisten hands under running water
2: Apply soap
3: Rub hands for approximately 20 seconds out of the flow of water
4: Rinse hands
5: Dry hands with a clean disposable towel.

- At minimum, these procedures must be followed by all children and staff at the following times:

Times when hand cleaning should happen:	Item
<ul style="list-style-type: none"> • Before handling food 	Item 10
<ul style="list-style-type: none"> • After toileting 	Item 12
<ul style="list-style-type: none"> • Upon arrival and re-entering of the class • Before and after water play • After sand or messy play • After dealing with bodily fluids (coughing, sneezing) • After touching objects that could spread germs such as trash lids or pets 	Item 13

Item 10: Meals and snacks

Table Cleaning

- Eating surfaces must be kept clean to avoid the spread of disease
- Appropriate cleaning products must be used appropriately to ensure the safety of children
- Proper table cleaning and sanitization requires the following steps:

Proper table cleaning and sanitization	Cleaning solutions
1. Wipe down tables with soap/water to remove gross soil – dry with an individual disposable towel per table	Use a spray bottle with one quart water and a capful of bleach or ¼ cup of bleach per one gallon of water for this
2. One of the following: A. Bleach water: Spray surface with bleach solution: air dry for at least 10 seconds and then wipe with a disposable towel, or allow to completely air dry (2 minutes is the ideal to kill germs); B. EPA Product: follow the directions for "sanitization" on the container	EPA approved table sanitizers can be used instead: If using an EPA approved product, the procedures described on the container label must be strictly followed

- Bleach/water solutions and EPA products should be kept out of the reach of children

Item 11: Nap and rest (*All About ECERS-R* p.103)

- There should be a cot or mat for every child in the class
- Two coverings should be provided: one for the sleeping surface, and another to cover the body
- Mats/cots should be placed 3 feet apart
- Nap time must be at a time that most children are sleepy
- Nap time should be at the same time every day
- About 30 to 40 minutes in length
- The room should be made comfortable for resting and children should be helped to relax (e.g., soft music, soft toy, rubbing back)
- Adult/child ratios should be maintained during nap
- Mats/cots should be stored so that the sleeping surfaces and children's belongings do not touch one another



Item 11: Nap and rest

If many children are sleepy or cranky at certain parts of the day, you may need to adjust the nap schedule

Provide alternatives for children who do not nap or wake up earlier than majority of the class.



Item 12: Toileting/diapering (*All About ECERS-R p.111*)

- Pleasant staff-child interactions take place during toileting, even when there are accidents
- Toilets are flushed after use, and children wipe themselves, or be given assistance
- Staff and children wash their hands correctly after toileting
- If children close the door, staff should check-in on children verbally. Teachers should be able to easily get to children (no locks)
- There should be child size toilets and sinks at their height, to reduce accidents
- If the same sink is used for both toileting and other routine purposes it should be sanitized using an EPA approved disinfectant (or bleach-water solution, NYCEECs only)



Item 13: Health Practices (*All About ECERS-R* p.123)

- Staff should make sure that children's faces are cleaned and their clothes are not soiled
- Staff should model good health practices
- Hands should be cleaned after the activities listed on the handwashing slide
- Smoking should not take place in spaces used by the children, and cigarette butts should not be seen
 - Some modifications will be made for programs using public playgrounds
 - Staff should direct children away from cigarette butts if there are many seen

Item 14: Safety Practices

- The physical spaces (indoors and outdoors) should be safe for children. Some common safety concerns:

Hazards
Missing safety caps on electrical sockets
Loose electrical cords
Uncovered electric boxes (even if wires are inactive)
Products labeled “keep out of reach of children”
Easy access to road from playground
Play equipment on playground could entrap children

- Children must be supervised at all times
 - **On playground:** staff should position themselves to see all play areas
 - **In classroom:** staff should scan the room to ensure that behavior challenges are proactively addressed or avoided
- Staff explain safety rules to children and children generally follow safety rules
- Essentials needed to handle emergencies are available, even when outside

ECERS-R Webinar Series

Title	Description
ECERS-R 101	<ul style="list-style-type: none">• Why the DECE uses the ECERS-R tool• What the ECERS-R tool measures, broadly• What to expect before, during, and after an ECERS-R assessment• What resources are available to support you
ECERS-R 102	<ul style="list-style-type: none">• This webinar provides a deep dive into the <i>Space and Furnishings</i> subscale
ECERS-R 103	<ul style="list-style-type: none">• This webinar provides a deep dive into <i>the Personal Care Routines</i> subscale
ECERS-R 104	<ul style="list-style-type: none">• This webinar provides a deep dive into the <i>Language-Reasoning</i> and <i>Interaction</i> subscales.
ECERS-R 105	<ul style="list-style-type: none">• This webinar provides a deep dive into the <i>Activities</i> subscale.
ECERS-R 106	<ul style="list-style-type: none">• This webinar provides a deep dive into the <i>Program Structure</i> subscale
ECERS-R 107	<ul style="list-style-type: none">• How to read and interpret your ECERS-R report• How to use ECERS-R data and recommendations to inform pre-K program goals

Thank you!

For any further questions to:
programassessment@schools.nyc.gov

