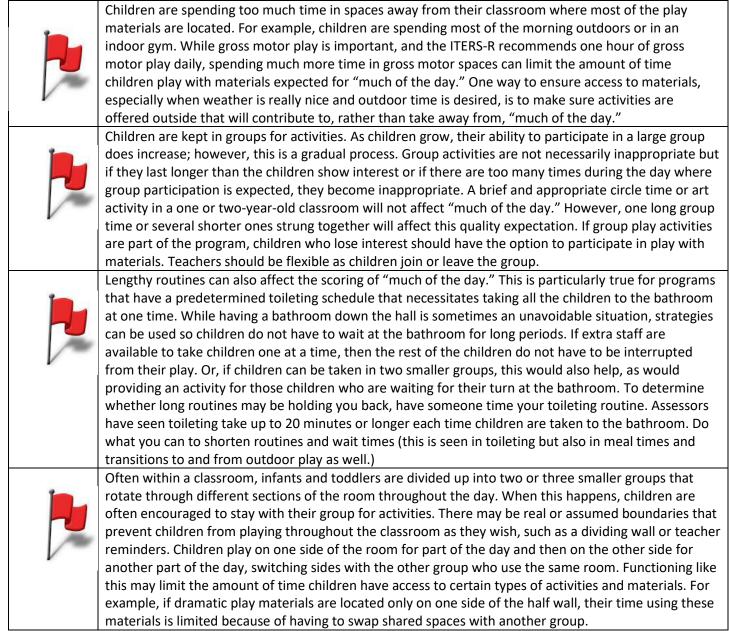
Does your program have a "Much of the Day" red flag?

There is much discussion on how to interpret the term "much of the day," especially considering the lengthy definition that has been revised on a few occasions. This term is further difficult to understand because there is no mathematical equation for calculating whether a program is meeting "much of the day" as there is in the ECERS-R scale for substantial portion of the day. The core concept of what this term means is found in the first three sentences of the definition:

"Much of the day refers to the time materials are accessible to the children. It means most of the time that any child may be awake and able to play. Since many very young children will be on individual schedules, access must be provided when any child is awake" (Harms, Cryer & Clifford, 2006, p.7). These sentences tell us what "much of the day" is, while the remaining sentences of the explanation focus more on what it is not. Let's consider this definition from the perspective of four red flags. If a program can identify with one of these, there is a good chance adjustments need to be made to the daily flow of activities so children can have access to materials "when any child is awake."



Harms, T., Cryer, D., & Clifford, R. (2006). Infant/toddler environment rating scale: Revised edition. New York, NY: Teachers College Press.