The ITERS-3: Report on a Pre-Test Data Collection for an Online Coaching Intervention

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The purpose of this brief report is to describe the pre-test data collection efforts of an online coaching intervention through the Better Kid Care Program funded by the William Penn Foundation; as well as providing descriptive and demographic analyses of the Infant Toddler Environmental Rating Scale, Version 3 (ITERS-3). As with any intervention study, it is paramount that one establishes equivalency between the intervention and comparison groups but usually there is always some very interesting descriptive and demographic trends that appear in the data. In this case because the ITERS-3 is so new, it is equally interesting to report on some very basic descriptive statistics drawn from this pilot study so that other researchers can compare their respective samples with this sample.

METHODS

The focus of this study was in and around the Philadelphia area in Pennsylvania focusing on infant and toddler classrooms. There were 47 programs with 24 intervention classrooms and 23 comparison classrooms. Three observers collected the ITERS-3 data on the 47 classrooms.   Basic demographic information was collected on each of the classrooms, their programs, teachers and directors, such as: profit/non-profit status, QRIS Star level, years of experience, years at present location, educational level of director, etc.

RESULTS

The most salient result was the analyses between the intervention and comparison groups. There were no statistically significant differences between the two groups on the ITERS-3. The overall ITERS-3 scores were 3.47 for the intervention group and 3.29 for the comparison group. Also, there were no statistically significant differences amongst the three assessors collecting the ITERS-3 data (ranged from 3.13 to 3.68). All sub-scales and items within the ITERS-3 were non-significant.

ITERS-3 Sub-Scale	Intervention Group	Comparison Group
Space and Furnishings	3.66	3.14
Personal Care Routines	2.83	2.68
Language and Books	3.93	3.80
Activities	3.12	2.76
Interaction	3.99	3.99
Program Structure	3.29	3.22

Since there were no significant differences between the intervention and comparison groups the data from both were combined and used for all the following demographic and descriptive analyses (n = 47). As stated in the Methods section above, several demographic variables were collected on the classrooms, programs, teachers, and directors. These results are reported here with some very interesting trends in the data.

There was a significant relationship between ITERS-3 and the Keystone Stars level (r = .31; p < .04). There were significant relationships between profit vs non-profit status with the following: years in the location (-.63; p < .0001) and star level (r = -.33; p < .03) favoring non-profit status. There were statistically significant differences between star levels 3 and 4 (3.20 vs 3.76 respectively)(F = 4.71; p < .04); and a trend for non-profit programs to score higher on the ITERS-3 (3.59) versus profit programs (3.17).

DISCUSSION

 The purpose of this report was to provide basic descriptive and demographic analyses from a pre-test data collection effort involving an online coaching model. The pre-test analyses equivalency testing was within acceptable ranges when comparing the intervention group and comparison groups on t-tests and One-way ANOVA's.

Once this equivalency was established, the additional analyses involving the demographic variables in seeing if any relationships existed amongst these variables proved to be productive. The level of the quality star QRIS had a positive impact on ITERS-3 scores. Profit vs non-profit status also had a positive impact on ITERS-3 scores favoring the non-profits. These results should not be surprising given previous research completed both within Pennsylvania and beyond.

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