**DRAFT**

**ITERS-R and CLASS Toddler Crosswalk for CDC H3118**

**Physical Activity Opportunities for Quality Improvements in Early Learning Settings**

**The following illustrates connections between ITERS-R and CLASS-Toddler quality measures and ways to promote physical activity in early learning settings.**

| **Infants and Toddlers (0-2 years)** | | | |
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| **Quality Category** | | **Example of Physical Activity Rationale** | |
| SUBSCALE: Space and Furnishings | | | |
| ITERS-R Item 1: Indoor space and Item 4: Room arrangement | * **Provide space for active toddlers away from infants and other children engaged in quiet, sedentary activities.** * **Remove equipment that does not need to be in the infant room such as activity containers and bouncy chairs. Instead of placing infants in these containing pieces of equipment, place the infants on a blanket on the floor or other safe surface where they can experience freedom of movement, allowing them to explore their bodies and environments in physical positions they are able to get in and out of on their own.** * **Provide incline mats and other equipment that provides climbing opportunities for mobile infants.** * **Create open areas for physically active play. Place low bookshelves and heavy tables on lockablerollers so they can be repositioned to alternately discourage rough play in the classroom but then moved to create an open space for safe indoor physical activities.** | | * Keep the infant area free of unnecessary equipment to provide enough open space to encourage infants’ movements. Create safe places where infants are free to explore their environment. Freedom of movement can aid infants in optimal development across numerous areas including gross and fine motor, cognitive, language, and social-emotional development. These movement experiences can help them feel confident in themselves while gaining interest in the world around them. * Some young children need much more physical activity than others. Providing safe, developmentally appropriate physical activity choices within the classroom meets the need of these very active children. |

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| SUBSCALE: Personal Care Routines | | |
| ITERS-R Item 10: Health practices | * **Written policies promoting physical activity include the expectation that children will go outdoors daily in all but extreme weather conditions. (See accompanying Weather Watch chart.)** * **Written policies specifically define the weather conditions in which infants and toddlers are to be outdoors.** * **Clothing appropriate to a variety of weather conditions is available to children.** * **Staff members participate in physical activities daily with the children. Staff members have appropriate clothing with them for a safe and comfortable experience while outside with the children.** * **Assist toddlers in learning how to put on and take off outdoor clothing before and after playing outdoors multiple times daily. Place outdoor clothing in the dress-up area to enable children to practice putting on and taking off winter and other outdoor clothing.** * **Share the benefits of physical activity and outdoor play with parents.** | * Written physical activity policies that are shared with all staff and families are likely to be sustained across time and personnel changes. * Include in the policies a definition of the weather conditions under which children are to go outside to remove the judgment of individual staff members who may want to go outside only in mild, dry weather. * Have extra clothing available (supplied by families or other sources) to enable children who lack appropriate clothing for the weather conditions to still go outside with the rest of the group. At the end of each season consider asking families if they can donate clothes their children will be outgrowing. Then begin each season by assigning children with any needed outdoor wear to be sure all children can play outdoors no matter what their families have provided. Create a system to avoid the cross contaminating of clothing among children. * Staff members who are physically active with the children are modeling regular exercise as a good health practice. * Children learn to manage health practices independently when they begin to learn to put on and take off their own outdoor clothes. * Parents who are educated on the benefits of physical activity and ways to promote it can become valuable partners in ensuring that physical activities can also happen at home. |
| ITERS-R Item 11: Safety practices | * **Continuously supervises children engaged in physical activities.** * **Use only safe equipment.** * **Provide clear boundaries to indicate where children may and may not go.** * **Have toddlers practice cues for starting and stopping through leading physical activities such as dancing then freezing cue when the music stops.** | * Children can be quick and clever in the way they place themselves in danger. Close supervision is essential. * Play areas are arranged to avoid safety problems. * Enhance safety through teaching children to respond to cues for starting and stopping. * Toddlers can also begin to conduct their own safety checks related to physical activity such as checking that shoes are tied or fastened and there is nothing in the mouth. |

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| SUBSCALE: Language and Talking | | | |
| CLASS Toddler:  Language modeling  ITERS-R Item 12: Helping children understand language | * **Staff talks with infants and toddlers describing the actions the children are doing, e.g. “You are walking to me.” “Look at you roll over!” “You crawled next to the table.” “I see you reaching for the block.”** * **Use language rich in movement concepts including:**   **Spatial relationships such as here/there, on/off, over/under; “Step off the rug.”**  **Spatial awareness such as up/down, high/low; “Reach up high!”**  **Effort such as fast/slow; “See how fast you are moving!** | | * Children’s physical activity provides a rich opportunity to build their understanding of language. Staff can use language in a positive, encouraging tone to describe children’s actions as they are engaged in movement. The children can begin to understand the link between the words the staff says and the children’s actions. Using exact words to describe a variety of actions enriches the children’s understanding of language. * Physical activity provides an especially rich environment for promoting language around movement concepts including spatial relationships, spatial awareness, and effort. These movement concepts take on meaning when linked to children’s movements. * Saying “I see you walking to me. Now you are standing next to me. Hello!” provides a richer language learning opportunity than simply saying “Hello!” when the child walks over to the staff person. |
| CLASS Toddler:  Language modeling  ITERS-R Item 13: Helping children use language | * **Hold turn-taking conversations with children while engaged in turn-taking physical activities, e.g. “I roll the ball to you. What do you do now? (Pause to give the child time to respond) Yes! You roll the ball back to me.”** | | * The turn taking that occur while an adult and a child are engaged in a physical activity together can prompt turn taking in their conversation. * Physical activity provides the opportunity to model and strengthen language because of the opportunity to observe a person’s actions and pair it with the descriptive language. * Physical activities also lend themselves to frequent opportunities to ask children what they plan to do or describe what they did before or after observing the children’s movements. |
| SUBSCALE: Activities | | | |
| ITERS-R Item 16: Active physical play | | * **Promote many opportunities for children to be physically active throughout the child care day.** * **Provide numerous opportunities for infants to be safely supervised as they are positioned on their tummies on the floor, not propped by bolsters or other equipment, while awake. *Caring for Our Children, Third Edition*, Best Practice recommends “Initially place infants on their tummies for brief periods of 3-5 minutes. Extend the length of time as the infants increase their tolerance for tummy time.” Staff can get on the floor, face to face with the infants, to engage with them during tummy time, especially with infants who are initially fussy in this position.** * **Provide ample time for infants to engage in freedom of movement in safe spaces both indoors and outside.** * **Provide numerous opportunities fortoddlers to be physically active in both indoor and outdoor areas.** | * Tummy time is essential for infants to develop their neck, upper body and trunk muscles. Strengthening these muscle groups lays the foundation for developing efficient rudimentary movements and fundamental movement skills. Tummy time can also reduce the development of a flat back of the head caused by extensive time in a back lying position. * Infants develop from their head to their feet and from their core outward to fingertips. They have so many parts of their body they need to practice moving and learn to coordinate. It is important for infants to have time they are enjoying on the floor in order to develop control of their bodies’ movements. Time spent in positions they can get in and out of from their back is necessary for optimal developmental outcomes. When adults place or prop infants in sitting positions before infants are able to sit on their own, it can create situations in which the infants lose the motivation to learn to get into the sitting position on their own or are stuck in that sitting position due to fear of falling. While well intended, placing infants into positions they cannot get into on their own can disrupt the exploration and extensive practice needed for infants’ optimum motor development. * Infants and toddlers require many opportunities to be physically active to develop and master their rudimentary movement skills such as rolling over, reaching, sitting, scooting, crawling, creeping, and eventually pulling to a stand and taking their first steps. As they become toddlers, they need practice learning to maintain their balance as they stand and squat, walk forward, walk backward, and walk while carrying objects. Physical activity both indoors and outdoorsneeds to be the default activity throughout the child care day in order for children to master these motor milestones that lay the foundation for subsequent gross and fine motor skill development. |
| ITERS-R Item 18: Music and movement | | * **Staff dances to the music and encourages children to do the same.** * **Staff claps in rhythm with the music encouraging the children to also clap in rhythm. In addition to clapping, staff can gently tap on children’s bodies in rhythm with the music.** * **Provide safe instruments for infants to shake, bang, and play while listening to music, singing songs, or playing.** | * Developing a sense of rhythm is foundational to moving with coordination and fluidity. Rhythmically tapping on children’s bodies in time with the music can help children develop their internal sense of rhythm. * The importance of rhythm extends beyond movement. A sense of rhythm is also integral to smooth, fluid spoken language. There also appears to be a connection between various elements of music to math skills. * Infants and toddlers are sensory motor learners. Music exploration is a great way to enhance their natural ways of learning.   *Note: Item 18 is focused almost exclusively on music with only two indicators mentioning movement.* |
| ITERS-R Item 19:  Blocks | | * **Provide opportunities for block play and building with hollow blocks to promote motor planning and gross motor and fine motor movements.** | * Gross motor planning is a way to merge all areas of development. Lifting solid and hollow blocks of varying sizes and weights provides children with a variety of proprioceptive input, a sensory experience that is needed daily. |
| ITERS-R Item 20: Dramatic play | | * **Use dramatic play to promote and enrich physical activities.** * **Use physical activities to promote and enrich dramatic play.** * **Provide children with opportunities for dramatic play outdoors as well as indoors.** | * Many adult-led physical activities with very simple rules can be designed to incorporate dramatic play in them. Both dramatic play and physical activity tend to be especially engaging for young children. Combining physical activity with dramatic play can enrich both aspects of the activity. * Providing opportunities for dramatic play while outdoors enables children to engage in vigorous physical activity as part of their play. |
| ITERS-R Item 21: Sand and water play | | * **Promote physical activities involving sand/water through challenging toddlers who can walk with ease** **to carry objects as they walk. Vary the size and weight of the jugs to match each child’s ability.** | * Young children seem to enjoy carrying things. Carrying half-gallon or quart jugs of water or sand from place to place provides ample opportunity for toddlers to develop their muscular strength and endurance. * Carrying jugs also provides opportunities to integrate math and science concepts such as asking toddlers questions about the weight of objects that vary by volume and material inside the jugs. |

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| Item 23: Use of TV, video, and/or computers | * **Avoid screen time with infants and young toddlers.** | * The American Academy of Pediatrics *New Recommendations for Media Use* recommends the following:   For children younger than 18 months, avoid use of screen media other than video-chatting. Parents of children 18 to 24 months of age who want to introduce digital media should choose high-quality programming, and watch it with their children to help them understand what they're seeing.  For children ages 2 to 5 years, limit screen use to 1 hour per day of high-quality programs. Parents should co-view media with children to help them understand what they are seeing and apply it to the world around them.  Problems begin when media use displaces physical activity, hands-on exploration, and face-to-face social interaction in the real world, which is critical to learning. Too much screen time can also harm the amount and quality of sleep. Organizations like Common Sense Media can help parents evaluate media content and make decisions about what is appropriate for their family. |
| ITERS-R Item 24: Promote acceptance of diversity | * **Actively promote acceptance of children with varying skill levels and modes of moving during physical activity.** * **Display posters of both boys and girls, including children with disabilities, engaged in physical activity.** | * During physical activities children’s (and adults) varying skill levels are on full display for others to observe. This provides a rich opportunity to discuss individual differences and promote acceptance of people with varying skill levels and modes of moving. |

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| SUBSCALE: Interaction | | |
| CLASS Toddler:  Facilitation of learning and development  CLASS Toddler:  Language modeling | * **Engaging children in physical activities provides a simple way for staff to promote children’s manipulation of materials, physical involvement, and verbal involvement.** * **Staff can encourage children’s thinking skills and language by asking questions about the physical activity as the children are playing it. One example is to challenge the children to push safe objects of varying weights across the floor. As the children push, the staff can ask questions about which objects are harder/easier to push, what is needed to push faster/slower, how children’s muscles feel as they push hard, etc.** | * Playing physical activities together provides the opportunity for staff to facilitate children’s learning and development as well as language modeling. During the physical activity staff can provide opportunities and guide exploration, embed information, and encourage thinking skills. |
| CLASS Toddler:  Quality of feedback | * **Staff can observe children’s actions as they are engaged in physical activities. One example is to place safe objects around the room and challenge the children to find them. The provider can describe the children’s actions, e.g. “I see you look up high to find an object.” The provider can also ask questions of children such as “Do you think one might be on the chair seat? Where else might you look? Can you look up behind the chair? Under the table?”** * **The staff can further encourage children’s physical activity through providing encouragement and affirmation of the toddlers’ efforts, e.g. “I see you are moving quickly to gather as many objects as you can!” “Great! You just found two red objects that were hidden behind the chair!”** | * Physical activities are ideal for providing quality feedback to young children because the children’s actions are easily observed. The staff can then comment on children’s actions to scaffold learning, provide information, and encourage and affirm their efforts. |
| ITERS-R Item 25: Supervision of play and learning | * **Staff supervises while engaging in active play with the children, helping and encouraging children as needed.** * **Staff provides additional equipment such as wheeled toys and balls to minimize waiting and enable all children to be engaged in physical activity.** * **Staff members participate in physical activities daily with the children.** | * Supervision is essential while engaging with children in active play. * Staff needs to anticipate and act to avoid problems to promote and sustain children’s active play. |
| ITERS-R Item 26: Peer interaction | * **Engage toddlers in simple physical activities that promote positive peer interaction. Developmentally appropriate, non-competitive, inclusive, and cooperative physical activities are often the best choice for achieving positive peer interactions.** | * All of the aspects of positive peer interactions can be supported through children engaging in physical activities together. Playing and laughing together involves physical proximity while enjoying a shared activity. Children playing together toward a common goal can involve peer assistance, provide opportunities for matching affect, and can spark social conversations. Active play is a powerful way for children to build positive relationships with peers. |
| CLASS Toddler: Positive climate  ITERS Item 27: Staff-child interaction | * **Use non-competitive, inclusive, cooperative physical activities, whether adult-led or free play, to support positive staff-child interactions.** * **Staff plays developmentally appropriate physical activities together with the children. The physical activities mentioned as examples elsewhere in this document meet this criterion.** | * All of the aspects of a positive climate can be supported through adults and toddlers playing adult-led physical activities together. Playing and laughing together involves physical proximity while enjoying a shared activity. Leading non-competitive, inclusive, cooperative physical activities can involve peer assistance, opportunities for matching affect, and spark social conversations as adult and toddlers play together toward a common goal. Active play is a powerful way to build positive relationships. * Further, a positive affect can be strengthened through playing developmentally appropriate, inclusive physical activities together. Adults and children naturally smile, laugh, and show enthusiasm when playing fun adult-led physical activities together. * Having fun while playing physical activities together can be an especially powerful way for staff to demonstrate positive interactions with each child. It also provides fertile opportunity to develop and maintain mutual respect. Contact Theory suggests that to develop a more positive attitude toward someone perceived as the “other” it is valuable to provide a situation in which everyone is working together toward the successful achievement of a common goal in an enjoyable, low stress environment that promotes cooperation among group members. |
| CLASS Toddler:  Negative climate | * **Lead developmentally appropriate adult-led physical activities with minimal rules and low skill demands to avoid a negative climate.** * **Invite rather than require toddlers to participate in the adult-led physical activity.** | * All of the aspects of a negative climate can be present during a poorly selected and conducted adult-led physical activity. Consider the following.   + Highly competitive physical activities with complex rules that are beyond the children’s level of understanding and physical skills and pits children against each other to determine winners and losers can prompt negative affect.   + An adult who is attempting to lead poorly organized, developmentally inappropriate physical activities can become overwhelmed and resort to punitive control, sarcasm/disrespectful comments, and severe negativity in a frustrated attempt to establish control. Peer disputes, escalating frustration, and negativity are also likely to be observed in adult-led physical activities that are beyond the developmental level of the toddlers. * In contrast, a well-organized developmentally appropriate physical activity can prompt a positive climate. |

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| CLASS Toddler:  Behavior guidance  ITERS-R Item 28: Discipline | * **Provide frequent opportunities for children to be physically active**. **Design the physical activity environment and task to minimize toddlers wandering and waiting.** * **Use physical activities to teach social skills such as sharing equipment, turn taking, and helping others.** | * Young children are designed to be physically active. Often potentially disruptive behavior can be averted through providing frequent opportunities for children to be physically active throughout the day. * Playing physical activities together, whether adult-led or free active play, provide ample opportunities for staff to help toddlers understand and develop social skills such as sharing equipment, turn taking, and helping others. |

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| SUBSCALE: Program Structure | | |
| ITERS-R Item 29: Schedule | * **Enable infants to spend most of their day in safe spaces where they are able to experience freedom of movement. Assure that infants are not confined in containers such as ring standers, car seats, and high chairs during non-feeding times.** * **Provide supported tummy time for infants several times daily. Provide opportunities for freedom of movement while outside on a daily basis, weather permitting. (See accompanying Weather Watch chart.)** * **Provide at least 60-90 minutes of physical activity daily for toddlers.** * **To achieve the recommended minutes of daily physical activity it may be most practical to intersperse short periods (5-15 minutes) of physical activity throughout the day. This could include multiple brief active transitions, three or more bouts of 10-minute adult-led whole group physical activities, and an hour or more of outdoor free play.** | * *Caring for Our Children, Third Edition*, Best Practice recommends daily opportunities for both adult-led physical activities and child-initiated free play because these two types of activities offer complementary benefits for children. * Adult-led physical activities increase the likelihood that most if not all children will be participating. The adult can plan activities that provide practice in a wide variety of motor skills. * Child-initiated free play gives children practice in planning and conducting their own creative physical activities. They also are developing their all-important executive functions. Free play also places upon the children the responsibility for setting and following the rules as well as determining how to handle the situation when a child breaks the mutually agreed upon rules. * Note: While the adult is not leading the activity during free play, adult supervision is still essential to assure the physical and emotional safety of all children and to help guide children in developing healthy skills for resolving conflicts. |
| ITERS-R Item 30: Free play | * **Supervise and interact with children who are engaged in both indoor and outdoor free play. Offer a commentary on the children’s activities and acknowledge their efforts. Imitate what the children are doing or play along with the children but without taking control of their play. Allow the children to take the lead while asking questions to enhance and extend the children’s experience.** | * Historically the nature of young children’s free play is to be physically active with bursts of moderate to vigorous physical activity interspersed with brief periods of rest. This free play provides a rich opportunity for adults to supervise children in a way that encourages educational interaction. Free play provides opportunities for staff to help children think through solutions to conflicts, encourage children to communicate about activities, and introduce concepts in relation to play. |
| ITERS-R Item 31: Group play activities | * **Intersperse short periods (5-15 minutes) of adult-led small group activities, with two to six children in the group. Lead these small-group physical activities throughout the day to promote the fundamental movement skill development of toddlers.** * **Provide open space and equipment in the classroom for individual children to choose to engage in a variety of additional physical activities when they need it.** | * Fundamental movement skills are basic movements such as run, jump, hop, (locomotor skills), throw, catch, kick (object control skills), and bend, stretch, and balance (stability skills). Toddlers who are up and walking need many, many opportunities to practice these skills in order to become skillful movers who seek to be physically active now and across their lifespan. Offering multiple adult-led whole-group physical activities daily provides children with the needed practice to develop these fundamental movement skills, the foundation of children’s skillful movement. Infants need many opportunities to engage in tummy time, explore movement, and strengthen their muscles. As infants refine their rudimentary movement skills (e.g. roll over, sit, crawl, creep) they develop the movement foundation needed to work on these fundamental movements skill when they become toddlers. * Adult-led physical activity with toddlers is usually more freely flowing than with preschoolers. The adult-led activity may begin with only one or two interested children. Other toddlers are then invited to join as they wish. It may be counterproductive for the staff to require the entire group of toddlers to assemble before instructions are given and the physical activity begins. Toddlers tend to join and leave a group physical activity as their individual interest waxes and wanes. Staff flexibility is essential. * Observe the children closely in order to end a small-group physical activity before children begin to lose interest. This will serve to maintain the children’s interest in playing the activity again another time and help keep children enthusiastically participating in small-group physical activities. * Note that whole-group activities with large groups of children often become overwhelming for infants and toddlers. Small groups tend to be more efficient for adults and less stimulating for children. Adjust the size of the group to fit the age and abilities of the children. |
| ITERS-R Item 32: Provision for children with disabilities | * **Screen for gross motor delays using a standardized assessment such as the *Peabody Developmental Motor Scale, 2nd Edition (PDMS-2), Ages and Stages-3, or Denver Developmental Scale-II*.** * **Modify the environment and task as needed to enable children with disabilities to participate in physical activities throughout the day.** * **Lead minimally competitive, open-ended adult-led physical activities, modified as needed, to enable children with disabilities to enjoy participating with their typical peers.** * **Avoid overly competitive physical activities that place high skill demands on children.** | * Developmental screening can lead to the early identification of infants and toddlers who are not meeting gross motor milestones. Staff can then discuss any concerns with parents and work together to seek early intervention to minimize or remediate gross motor delays. Early detection and the provision of early intervention services is key to minimizing the impact gross motor delays may have on the children’s development. * Most minimally competitive, open-ended adult-led physical activities can be modified to enable children with disabilities to participate with their typical peers. * Including children with disabilities in physical activities with their typical peers sends the important message that children of differing abilities are similar enough that they can all enjoy playing together. * Staff is encouraged to examine the classroom arrangement and investigate adapted equipment (e.g. wheelchairs, gait trainers and mobile prone standers) to enable children with physical disabilities to participate in physical activity. Seek to consult with the children’s physical and occupational therapists as available. |

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| SUBSCALE: Parents and Staff | | | |
| ITERS-R Item 33: Provisions for parents | * **Include policies that promote tummy and floor time for infants and physical activity for toddlers in the program handbook provided to all parents.** * **Include a discussion of the program’s practices that promote children’s daily indoor and outdoor physical activity during admissions meetings with parents.** * **Share information with parents of infants on the importance of tummy and floor time and concerns with overuse of infant containers.** * **Share information with parents of toddlers about the physical activities in which their children engage on a regular basis.** * **Use an assessment such as the *Peabody Developmental Motor Scale, 2nd Edition (PDMS-2), Teaching Strategies GOLD, or The Ounce Scale* to report to parents the progress children are making toward developing rudimentary and fundamental movement skills.** | * Inform parents of the physical activity policies and practices to encourage their support and cooperation promoting their children’s physical activity both in the child care setting and in the home. | |
| ITERS-R Item 34: Provision for personal needs of staff | * **Promote physical activity options for staff during breaks.** | * Modeling physical activity and experiencing its benefits first-hand can help staff become advocates of physical activity for young children. | |
| ITERS-R Item 36: Staff interaction and cooperation | * **During shared planning time, staff plans the details of promoting children’s physical activity.** * **Staff cooperatively shares responsibilities for promoting infants’ tummy and floor time and conducting adult-led physical activities with toddlers.** * **Staff cooperatively shares responsibilities for setting up and caring for equipment that promote children’s physical activities.** | * Dedicated staff planning time is needed to adequately address children’s physical activity needs, just as planning time is needed in other curricular areas. Haphazardly planning the physical activity curriculum or regarding free play on the playground as sufficient to meet children’s motor development needs is not best practice. | |
| ITERS-R Item 43: Opportunities for professional growth | | * **Conduct staff professional development on the benefits of and strategies for promoting young children’s physical activity.** | | * Staff receiving ongoing training and library resources on early childhood physical activity become equipped with the knowledge, skills, and attitudes needed for them to lead children in adult-led physical activities, promote children’s development of rudimentary and fundamental movement skills, promote physical fitness, and develop creative ways to infuse physical activity into other curricular activities throughout the child care day. | |
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**Citation:**

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**Acknowledgment:**

This publication was supported by funds from the Centers of Disease Control and Prevention (CDC). The contents are solely the responsibility of the authors, and do not necessarily represent the official position of the CDC.

**ATTACH WEATHER WATCH CHART**