

EVERYONE PLAYS A ROLE IN PROVIDING NON-FOOD REWARDS

for Children with Intellectual and Developmental Disabilities

Children with intellectual and developmental disabilities (I/DD) receive services from multiple professionals within child care, school, health care, community, and home settings. These professionals are part of a child's support team. Each member of a child's team can play a role in helping the child develop healthy behaviors and make healthy choices.

Special Education Teachers

- Conduct preference assessments to identify which non-food rewards will work best for a child.
- Create or update a child's Behavior Intervention Plan (BIP) to include non-food rewards and reduce any food rewards. If a Board Certified Behavior Analyst or psychologist is available, request assistance in creating the plan.
- Share new reinforcement strategies with other members of a child's support team.

Classroom Teachers

- Use non-food rewards for all children in the class.
- Use the same rewards for children with disabilities as the rest of the class.
- Teach children about why non-food rewards are used in the classroom.

Health Care Providers

- Talk to families about the reasons to avoid using food rewards at home.
- Recommend that food rewards be limited and/or eliminated from a child's education and service plans.

Board Certified Behavior Analysts (BCBA)

- Conduct preference assessments to identify which non-food rewards will work best for a child.
- Create or update a child's Behavior Intervention Plan to include non-food rewards and reduce any food rewards.
- Develop a plan and timeline for reducing the use of food rewards. Share this plan with other members of a child's support team.

Case Managers

- Ensure that non-food rewards are used consistently in a child's education and service plans.

coordination is key!

Everyone

- Reinforces the '5-2-1-0' message.
- Provides non-food rewards.
- Provides physical activity as a reward.

MaineHealth

LET'S GO!

5-2-1-0