

	<b>1301.31- Classroom Rewards / Incentives Protocol</b>
<b>Category: Classroom Environment</b>	<p><b>Regulations:</b></p> <p>Performance Standard 1302.31 The Teaching and Learning Environment (1)(ii) (iv)</p> <p>Performance Standard 1302.45 Child Mental Health and Social Emotional Well-being (1) (2)</p> <p>Performance Standard 1302.32 Curricula (2)</p> <p>WAC 110-300-0325 Creating a climate for healthy child development (a)(b)(e)(g)(h)</p>
	<b>Activity / Steps:</b>
<b>Purpose:</b>	<p>The Seedlings centers do not use incentives or rewards in our programs per implementing the Creative Curriculum to fidelity. Our programs promote autonomy and independence which is acting with will and control. The usage of extrinsic rewards, including items but not limited to, stickers, sticker charts, drawings; stars, happy faces, etc. can be used to manipulate or control a child thus prohibiting a child from performing at their highest level. Exceptions to this practice are only utilized or implemented when a recommendation is made by a professional (Mental Health Content Specialist, a medical doctor or behavioral specialist.</p>

<p><b>Implementation of positive praise and redirection:</b></p>	<p>The Seedlings staff must build positive relationships with children that promotes autonomy and builds on the social &amp; emotional development of children.</p> <p>The staff must:</p> <ul style="list-style-type: none"> <li>a. Motivate children using positive descriptive praise, showing kindness and interest in each child.</li> <li>b. Use positive redirection and hone in on desired behaviors.</li> <li>c. Coach, model desired behavior, and guide the children in the classroom.</li> <li>d. Recognized children as their own unique individual who deserves to be supported at their individual developmental level.</li> <li>e. Utilize the classrooms rules and review classroom expectations on a daily basis.</li> <li>f. Support children who need more redirection by offering acceptable choices or supporting them with making a choice.</li> <li>g. Recognized children for their efforts and developing skills in all areas.</li> <li>h. Praise and recognition and support should be provided at all times and through transitions of the day, in the classroom, outdoors, and on the bus.</li> </ul>
<p><b>Rewards and incentives not allowed to utilize in the classroom or as a routine practices:</b></p>	<p>The Seedling staff must not use the following materials or practices with children, unless a supportive plan is in place for a child and recommendations have been made to utilize one of the practices below.</p> <ul style="list-style-type: none"> <li>a. Utilizing stickers, stick -on pattern, glitter, or a badge with children</li> </ul>

	<ul style="list-style-type: none"> <li>b. Stamping children with a marker, pen, or a stamper</li> <li>c. Drawings of a happy or sad face.</li> <li>d. Providing an incentive like candy, a toy, a unique privilege, or a threat</li> <li>e. Having a rewards chart, sticker chart, or any form of chart that signifies a reward or punishment system.</li> <li>f. Punishing or restricting a child from full participation and access to all materials and areas of the classroom.</li> <li>g. Having assigned seating in the classroom or on the bus, unless a plan has been made for the child (plan is developed by Center manager, Mental Health Content Specialist , Special service Content Specialist and classroom &amp; transportation staff, the parent if needed).</li> </ul>
<p><b>Individual child plans or Classroom Plans</b></p>	<p>The Seedlings centers recognize individual needs of children and support by building the skills in the child that is needed. An individual plan must be established when a recommendation is made to implement one of the strategies listed above by a:</p> <ul style="list-style-type: none"> <li>a. Doctor</li> <li>b. Mental health professional</li> <li>c. An IEP or IFSP</li> <li>d. ESD 105 Content Specialist</li> </ul>