

Everyone Plays a Role

Providing Non-Food Rewards

for Children and Youth with Intellectual and Developmental Disabilities

Children and youth with intellectual and developmental disabilities (I/DD) receive services from multiple professionals within early care and education, school, health care, community, and home settings. These professionals are part of a child's support team. Each member of the team plays a role transitioning to non-food rewards.



Everyone

- Provide non-food rewards.
- Provide physical activity as a reward.
- Help families and caregivers to reinforce healthy messages and strategies at home.

Board Certified Behavior Analysts (BCBA)

- Conduct preference assessments to identify the non-food rewards that work best.
- Create or update the Behavior Intervention Plan to reduce and gradually replace food rewards.
- Share the plan with the team, including family members and all caregivers.

Case Managers

- Ensure that non-food rewards are used consistently in education and service plans.
- Support children, families, and caregivers to reduce the use of food rewards.

Classroom Teachers

- Use healthy non-food rewards for all students.
- Teach students about the importance of healthy behaviors, including non-food rewards.

Healthcare Providers

- Talk to families about how to avoid using food rewards at home.
- Recommend that food rewards be limited and/or eliminated from education and service plans.

Special Education Teachers

- Conduct preference assessments to identify the non-food rewards that work best.
- Create or update a student's Individual Education program (IEP) and/or Behavior Intervention Plan (BIP) to reduce and gradually replace food rewards.
 - If a Board Certified Behavior Analyst or psychologist is available, request assistance in creating the program.