

**WAC 110-301-0325 Creating a climate for healthy child development.** (1) When communicating or interacting with children, a school-age provider must maintain a climate for healthy, culturally responsive child development such as:

- (a) Using a calm and respectful tone of voice;
  - (b) Using positive language to explain what children can do and give descriptive feedback;
  - (c) Having relaxed conversations with children by listening and responding to what they say. Adult conversations must not dominate the overall sound of the group;
  - (d) Greeting children upon arrival and departure at the school-age program;
  - (e) Using facial expressions such as smiling, laughing, and enthusiasm to match a child's mood;
  - (f) Using physical proximity in a culturally responsive way to speak to children at their eye level and with warm physical contact including, but not limited to, gently touching a hand or shoulder, and sitting next to a child while communicating;
  - (g) Validating children's feelings and show tolerance for mistakes;
  - (h) Being responsive and listening to children's requests and questions, encouraging children to share experiences, ideas, and feelings;
  - (i) Observing children in order to learn about their families, cultures, individual interests, ideas, questions, and theories;
  - (j) Modeling and teaching emotional skills such as recognizing feelings, expressing them appropriately, accepting others' feelings, and controlling impulses to act out feelings;
  - (k) Representing the diversity found in the school-age program and society, including gender, age, language, and abilities, while being respectful of cultural traditions, values, religion, and beliefs of enrolled families; and
  - (l) Interacting with staff and other adults in a positive, respectful manner.
- (2) A school-age provider must encourage positive interactions between and among children with techniques such as:
- (a) Giving children several chances a day to interact with each other while playing or completing routine tasks;
  - (b) Modeling social skills;
  - (c) Encouraging socially isolated children to find friends;
  - (d) Helping children understand feelings of others; and
  - (e) Including children with special needs to play with others.

[Statutory Authority: RCW 43.216.055 and 43.216.065. WSR 21-10-035, § 110-301-0325, filed 4/27/21, effective 6/1/21.]