Yale New Haven Hospital Daycare Center
Behavior Support Plan

Goal: To provide a road map for staff to use to make decisions around concerning behavior

1. Is behavior interfering with child's learning, development or success at play?
2. Is behavior harmful to other children or adults?
3. Is behavior possibly putting child at risk for future social problems or school failure?

If Yes to Any Question

Is there a pattern of repeated incidents of behavior that may not be explained by typical development?

No

Continue to use bottom of Pyramid Strategies: strong relationships, positive guidance, redirection, etc.

Yes

Refer to Pyramid model BIRS to gain more information. Speak to Mgr/Dir and if in agreement, talk to family to assess whether behavior may be due to temporary stressors at home (eg: parent away, new sibling, etc). Note: for aggressive behavior, also complete incident report and share with family and office.
Is behavior aggressive or injurious, possibly leaving a mark, and is it significantly repetitive?

No

Is this Non-Injurious behavior becoming a pattern and lasting longer than one week?

No

Continue with prevention strategies

Yes

ACTION #2

Contact Mgr/Dir for extra support. Review the Behavior Incident Reporting Sys (BIRS) to guide Tier 1 and Tier 2 strategies. Monitor over time. (See BIRS checklist on pg. 4 and Tier 1 & 2 strategies on pg. 5 & 6)

Yes

Crisis Plan

If this Injurious Behavior requires a crisis plan, implement the following, if needed:

- Crisis plan: Teachers will choose roles ahead of time for keeping all children safe.
- Actions may include some or all of the following:
  1. calling office for help
  2. working with child to calm down, blocking from others
  3. removing other children to another area
  4. calling 211 (EMPS) to come to school.

No

Continue with strategies identified in plan for child. Continue monitoring data

After plan has been in place for 2 weeks. Is behavior continuing?

No

Go to Action #3

If Yes, go to Action #3
Create a team that includes at least one family member, teacher(s), Director/Mgr. and if needed, an outside consultant. The team will use PTR-YC as a guide to determine function of the child's behavior and develop individualized positive behavior supports. The team will identify short and long term goals and create a written plan with specific strategies. **Safety of the children and teachers will be a primary focus in creating this plan.** See the Prevent-Teach-Reinforce (PTR-YC) Guide attached.

**Plan will be implemented for a minimum of 4 weeks**
Data will be monitored during this period

**Action #3**

Does team believe a referral to outside services would benefit the child?

- Yes
- No → Continue to support child in classroom as needed.

**Action #4**

With administration and consultation (if needed), consider appropriate referrals for child to ECCP, ACES Interdisciplinary Team, ECAT, Child First or outpatient services at Yale, Clifford Beers, Hill Health Center or others.

**Question**

Has child continued to use negative behavior despite consistent plan implementation for over **four weeks**?

- Yes → Continue with plan and data collection. Work to phase out intensive strategies as child internalizes and manages emotions more fully.
- No → Re-evaluate plan and make changes as needed. In rare circumstances, it may be determined that child's needs may not be best met in this program. In this case, and with consultation with YNHH Social Work department options will be explored to place child in most appropriate setting that will best meet child's needs.
# Behavior Incident Report

**Program ID:** __________

**BIR_V 2_10.2018**

## Classroom ID:  
**Child ID:  
**Date:  
**Time:  

### Behavior Description:

#### Problem Behavior (check most intrusive)

- [ ] Physical aggression
- [ ] Disruption/Tantrums
- [ ] Inconsolable crying
- [ ] Verbal aggression
- [ ] Inappropriate language
- [ ] Non-compliance
- [ ] Social withdrawal/Isolation
- [ ] Running away
- [ ] Breaking/Destroying objects or items
- [ ] Unsafe behaviors
- [ ] Repetitive behaviors
- [ ] Hurting self
- [ ] Trouble falling asleep
- [ ] Other: __________

#### Activity (check one)

- [ ] Arrival
- [ ] Circle/Large group activity
- [ ] Small group activity
- [ ] Centers/Indoor play
- [ ] Diapering
- [ ] Meals
- [ ] Centres/Indoor play
- [ ] Self-care/Bathroom
- [ ] Transition
- [ ] Clean-up
- [ ] Outdoor play
- [ ] Special activity
- [ ] Field trip
- [ ] Quiet time/Nap
- [ ] Departure
- [ ] Therapy
- [ ] Medical
- [ ] Transportation
- [ ] Individual activity
- [ ] Other: __________

#### Others Involved (check one)

- [ ] Teacher
- [ ] Assistant Teacher
- [ ] Peers
- [ ] Therapist
- [ ] Family Member
- [ ] Support/Administrative staff
- [ ] Substitute
- [ ] Classroom volunteer
- [ ] Transportation driver
- [ ] Kitchen staff
- [ ] None
- [ ] Other: __________

#### Possible Motivation (check one)

- [ ] Obtain desired item
- [ ] Obtain desired activity
- [ ] Gain peer attention
- [ ] Avoid peers
- [ ] Gain adult attention/comfort
- [ ] Avoid adults
- [ ] Avoid task
- [ ] Obtain sensory
- [ ] Avoid sensory
- [ ] Don’t know
- [ ] Other: __________

#### Response (check one or the most intrusive)

- [ ] Verbal reminder
- [ ] Redirect to different activity/toy
- [ ] Move within group
- [ ] Move from activity
- [ ] Move from area
- [ ] Remove item
- [ ] Provide physical comfort
- [ ] Curriculum modification
- [ ] Re-teach/Practice expected behavior
- [ ] Loss of activity
- [ ] Time with a teacher
- [ ] Time in a different classroom or adult outside of classroom
- [ ] Teacher contact family
- [ ] Time out
- [ ] Physical guidance
- [ ] Physical hold/Restrain
- [ ] Time with a teacher
- [ ] Other: __________

#### Administrative Follow-Up (check one or most intrusive)

- [ ] Not applicable
- [ ] Targeted group intervention
- [ ] Sent home for remainder of day
- [ ] Sent home for 1 or more days
- [ ] Conditional enrollment
- [ ] Temporary removal from classroom
- [ ] Transfer to another program
- [ ] Dismissal from program
- [ ] Reduce hours in program
- [ ] Other: __________

### Comments:

If this is the first BIR for the child, please select the following demographic Information:

- [ ] **Male**
- [ ] **Female**
- [ ] Dual language learner
- [ ] IEP in place
- [ ] Hispanic or Latino of any race
- [ ] Not Hispanic or Latino
- [ ] American Indian or Alaskan Native
- [ ] Asian
- [ ] Black or African American
- [ ] Native Hawaiian or Other Pacific Islander
- [ ] Two or more races
- [ ] White
Practice Implementation Checklist: High Quality Environments

Schedules & Routines
- Post daily schedule and routines with visual displays.
- Review schedule and refer to it throughout the day.
- Plan both large and small group activities throughout each day.
- Include a balance of teacher-directed and child-directed activities.
- Prepare children for changes that will occur in the regular schedule.
- Make special preparations for individual children who may need more support to follow the routine.

Classroom Design
- Children can easily move around the classroom.
- The learning centers have clear boundaries.
- No wide open spaces in the classroom where children can run.
- Adequate number and variety of centers to maintain children’s interest and support the number of children at each center (1 center for every 4 children).

Promoting Engagement
- Structure activities so that children are actively engaged almost all of the time (i.e., actively participating).
- Change your activity plan when children lose interest.
- When children begin to show challenging behavior, help them become actively engaged in the activity or provide a new activity.
- Comment positively and descriptively on children’s engagement.

Transitions
- Provide a whole class warning prior to transitions.
- Develop transition games, songs, or other activities to ensure all children are actively engaged in the transition.
- Specifically teach the steps and expectations for transitions.
- Provide positive and specific feedback to children who transition appropriately.
- Provide individual prompts (e.g., verbal, visual) to children who may have difficulty transitioning.
- Actively engage all students in the transition even those who are waiting for their turn.

Expectations & Rules
- Post behavior expectations and regularly review during large group instruction.
- Provide instruction on posted behavior expectations to individual children, during play, and small group activities.
- Give specific feedback on appropriate child behavior linking back to the posted behavior expectations.
- Facilitate conversations with children to think about the behavior expectations and why they are important for them and the class.
Practice Implementation Checklist: Social Emotional Teaching Strategies

Friendship Skills:
- Encourage children to work together.
- Make positive and specific comments about children who are working together, helping each other, etc.
- Use a variety of strategies to specifically teach friendship skills (e.g., sharing, turn taking, helping others).
- Provide children with planned opportunities to practice friendship skills.
- Model appropriate friendship skills in interactions with children and other adults.

Emotional Literacy:
- Model and label your own emotions and appropriate ways to express emotions.
- Use a variety of strategies to teach children about emotion words.
- Use a variety of strategies to teach children how to recognize emotions in themselves and others.
- Validate children’s emotions by labeling them and allowing them to talk about how they feel.
- Provide children with strategies to use to calm down when they are angry.
- Individualize instruction to meet the developmental needs of all your children.

Problem Solving Strategies:
- Specifically teach the steps to solving problems.
- Engage children in generating solutions to common classroom challenges.
- Post visual reminders about the problem solving steps.
- Recognize and give specific feedback to those children who have been “good problem solvers.”
- Help children reflect on their own problem solving skills.
- Individualized instruction on problem solving to meet different developmental needs.