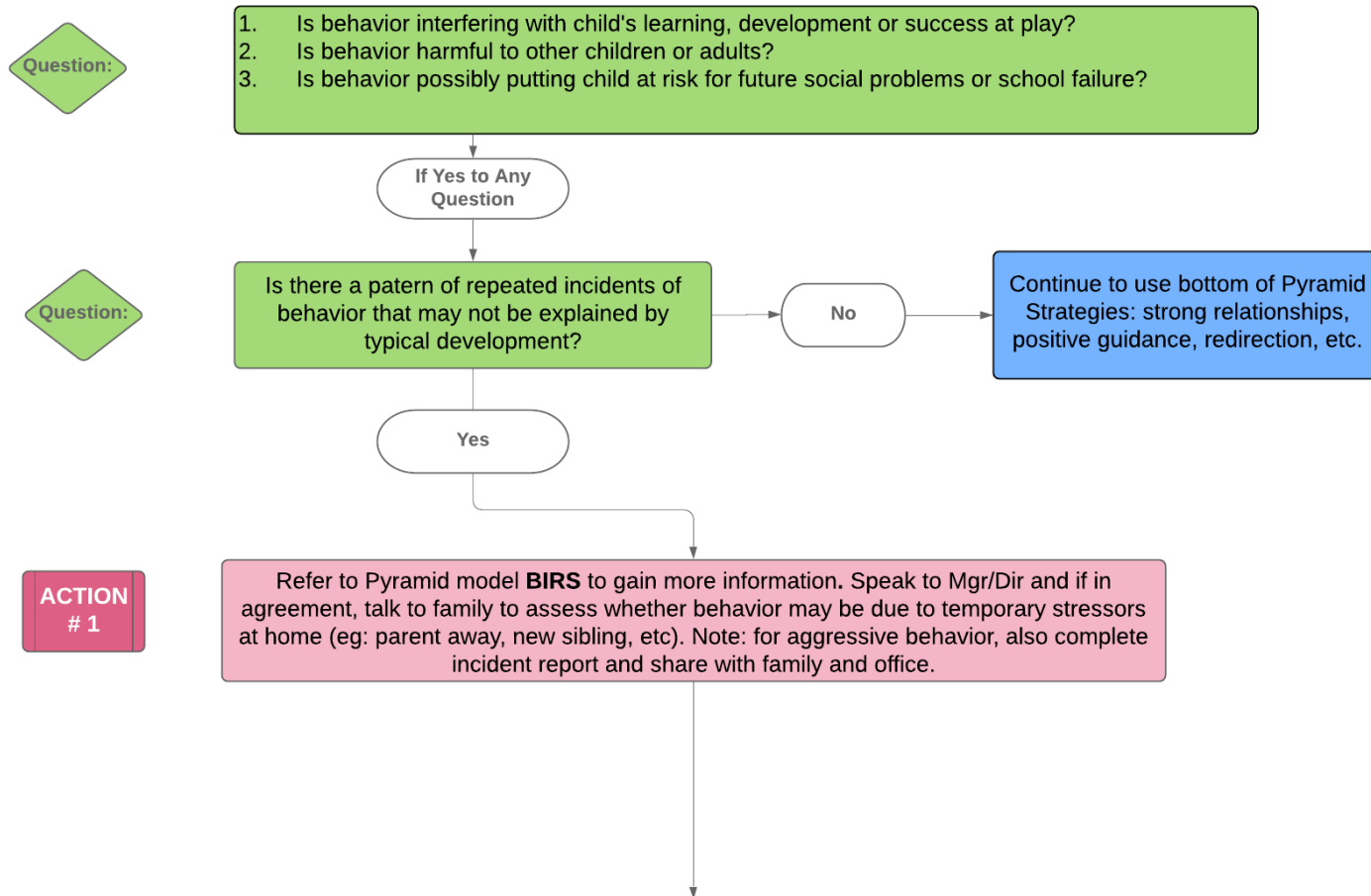
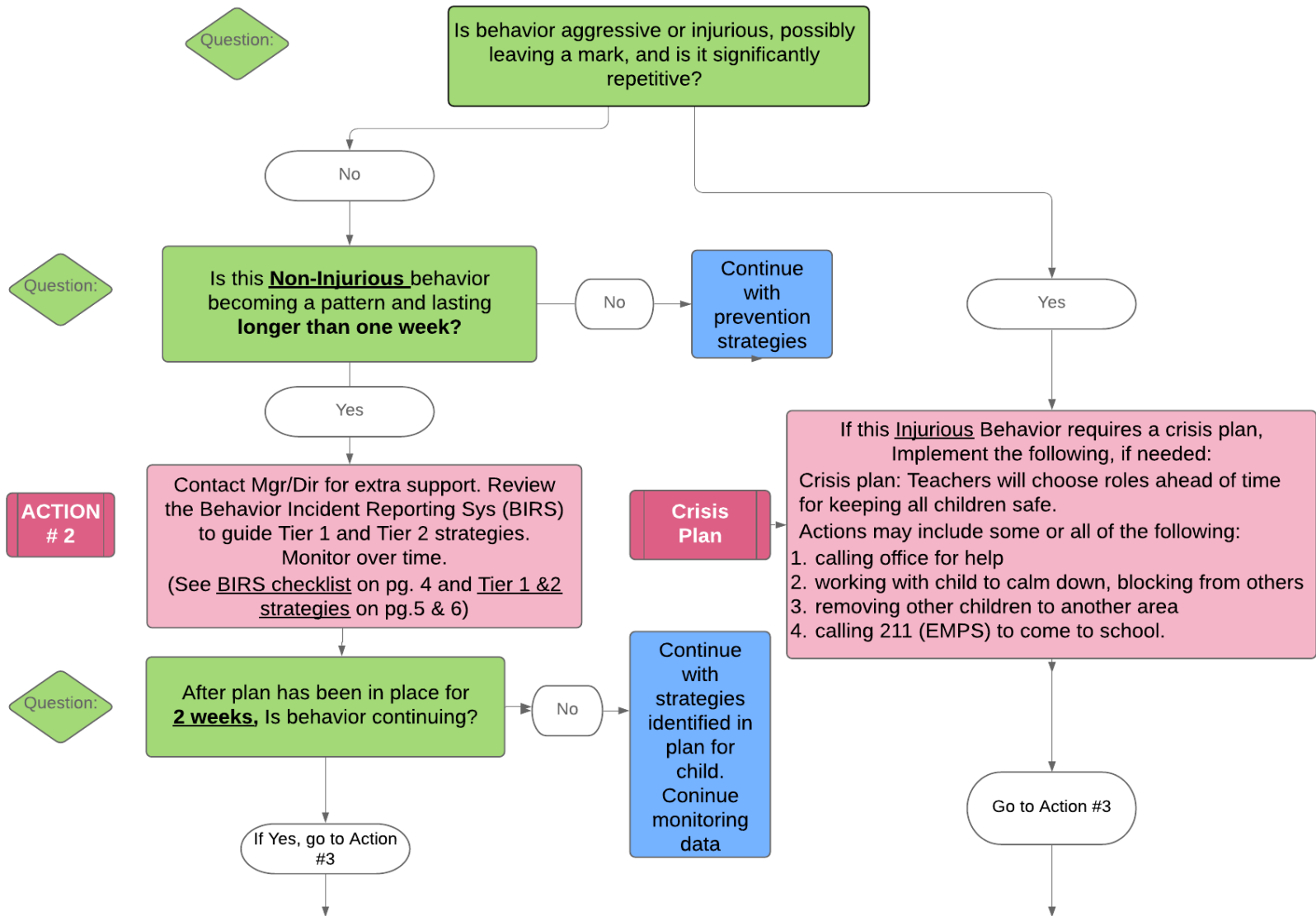
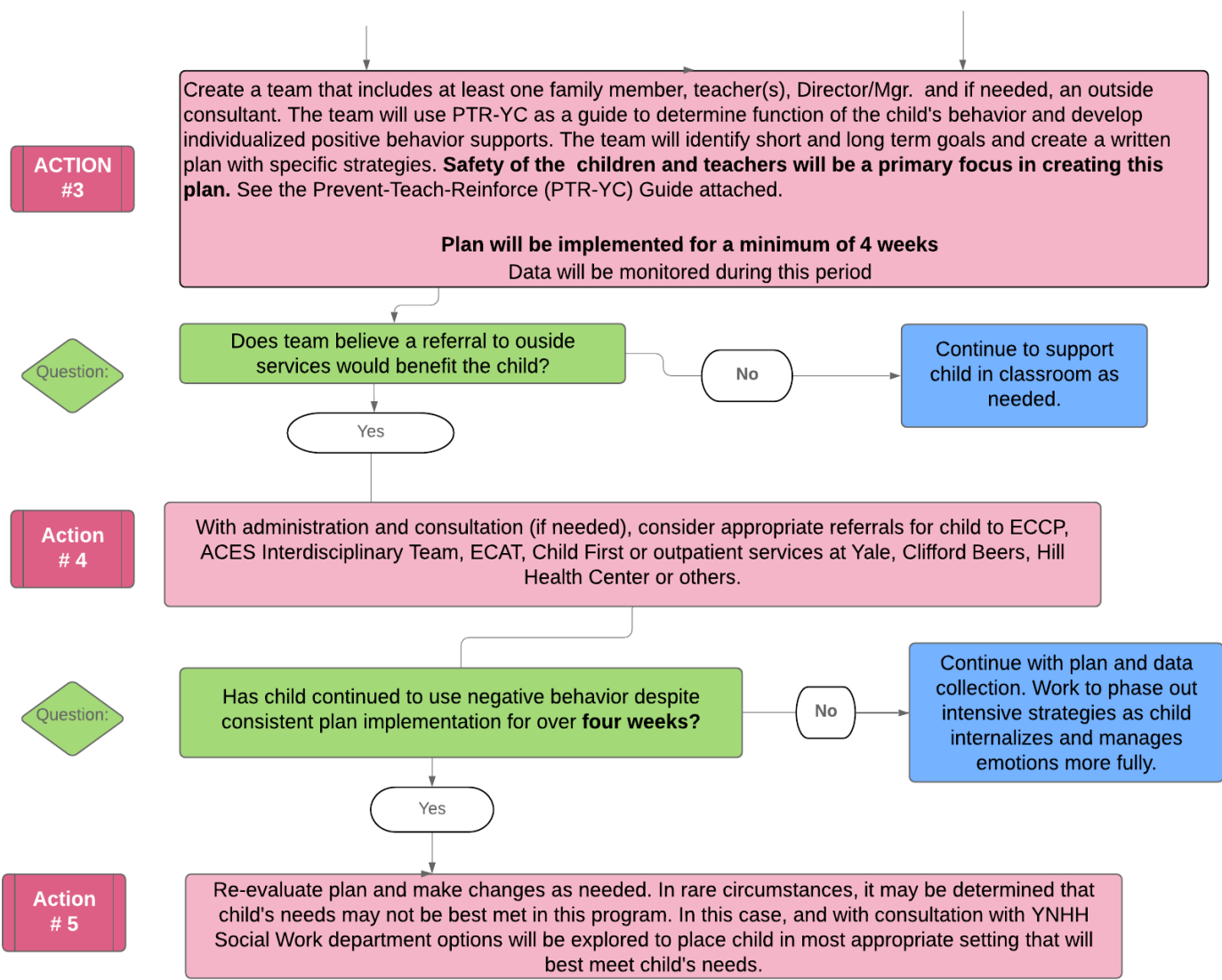


# Yale New Haven Hospital Daycare Center Behavior Support Plan

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







## Behavior Incident Report

Program ID: \_\_\_\_\_

<b>Classroom ID:</b>	<b>Child ID:</b>	<b>Date</b>	<b>Time:</b>
<b>Behavior Description:</b>			
<b>Problem Behavior (check most intrusive)</b>			
<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Repetitive behaviors	
<input type="checkbox"/> Disruption/Tantrums	<input type="checkbox"/> Social withdrawal/Isolation	<input type="checkbox"/> Hurting self	
<input type="checkbox"/> Inconsolable crying	<input type="checkbox"/> Running away	<input type="checkbox"/> Trouble falling asleep	
<input type="checkbox"/> Verbal aggression	<input type="checkbox"/> Breaking/Destroying objects or items	<input type="checkbox"/> Other: _____	
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Unsafe behaviors		
<b>Activity (check one)</b>			
<input type="checkbox"/> Arrival	<input type="checkbox"/> Outdoor play	<input type="checkbox"/> Departure	
<input type="checkbox"/> Circle/Large group activity	<input type="checkbox"/> Special activity	<input type="checkbox"/> Therapy	
<input type="checkbox"/> Small group activity	<input type="checkbox"/> Field trip	<input type="checkbox"/> Quiet time/Nap	
<input type="checkbox"/> Centers/Indoor play	<input type="checkbox"/> Self-care/Bathroom	<input type="checkbox"/> Transportation	
<input type="checkbox"/> Diapering	<input type="checkbox"/> Transition	<input type="checkbox"/> Individual activity	
<input type="checkbox"/> Meals	<input type="checkbox"/> Clean-up	<input type="checkbox"/> Other: _____	
<b>Others Involved (check one)</b>			
<input type="checkbox"/> Teacher	<input type="checkbox"/> Family Member	<input type="checkbox"/> Transportation driver	
<input type="checkbox"/> Assistant Teacher	<input type="checkbox"/> Support/Administrative staff	<input type="checkbox"/> Kitchen staff	
<input type="checkbox"/> Peers	<input type="checkbox"/> Substitute	<input type="checkbox"/> None	
<input type="checkbox"/> Therapist	<input type="checkbox"/> Classroom volunteer	<input type="checkbox"/> Other: _____	
<b>Possible Motivation (check one)</b>			
<input type="checkbox"/> Obtain desired item	<input type="checkbox"/> Gain adult attention/comfort	<input type="checkbox"/> Avoid sensory	
<input type="checkbox"/> Obtain desired activity	<input type="checkbox"/> Avoid adults	<input type="checkbox"/> Don't know	
<input type="checkbox"/> Gain peer attention	<input type="checkbox"/> Avoid task	<input type="checkbox"/> Other: _____	
<input type="checkbox"/> Avoid peers	<input type="checkbox"/> Obtain sensory		
<b>Response (check one or the most intrusive)</b>			
<input type="checkbox"/> Verbal reminder	<input type="checkbox"/> Provide physical comfort	<input type="checkbox"/> Teacher contact family	
<input type="checkbox"/> Redirect to different activity/toy	<input type="checkbox"/> Curriculum modification	<input type="checkbox"/> Time out	
<input type="checkbox"/> Move within group	<input type="checkbox"/> Re-teach/Practice expected behavior	<input type="checkbox"/> Physical guidance	
<input type="checkbox"/> Remove from activity	<input type="checkbox"/> Loss of activity	<input type="checkbox"/> Physical hold/Restrain	
<input type="checkbox"/> Remove from area	<input type="checkbox"/> Time with a teacher	<input type="checkbox"/> Other: _____	
<input type="checkbox"/> Remove item	<input type="checkbox"/> Time in a different classroom or adult outside of classroom		
<b>Administrative Follow-Up (check one or most intrusive)</b>			
<input type="checkbox"/> Not applicable	<input type="checkbox"/> Targeted group intervention	<input type="checkbox"/> Conditional enrollment	
<input type="checkbox"/> Talk with child	<input type="checkbox"/> Temporary removal from classroom	<input type="checkbox"/> Transfer to another program	
<input type="checkbox"/> Contact family	<input type="checkbox"/> Sent home for remainder of day	<input type="checkbox"/> Reduce hours in program	
<input type="checkbox"/> Family meeting	<input type="checkbox"/> Sent home for 1 or more days	<input type="checkbox"/> Dismissal from program	
<input type="checkbox"/> Arrange behavioral consultation/team		<input type="checkbox"/> Other: _____	
<b>Comments:</b>			
<i>If this is the <u>first</u> BIR for the child, please select the following demographic information:</i>	<input type="checkbox"/> Male  <input type="checkbox"/> Female	<input type="checkbox"/> Dual language learner  <input type="checkbox"/> IEP in place	Ethnicity: <input type="checkbox"/> Hispanic or Latino of any race <input type="checkbox"/> Not Hispanic or Latino Race: <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Two or more races <input type="checkbox"/> White



## Practice Implementation Checklist: High Quality Environments

### Schedules & Routines

- Post daily schedules 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 others 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, visuals) 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

**(Attach PRT-YC Guide here)**