

Behavior Incident Report System (BIRS)

Training

- Training on the System: <https://usf.box.com/s/k51esxeghq56ok0enb412ghfihumnwbo>
- Please have these instructions and 6 blank forms with you to complete the 1-hour training

Instructions

- **Always** complete when a child engages in the following kinds of behaviors:
 - *Aggression to another child or adult that results in physical pain or harm to that person (includes kicking, hitting, biting, scratching)*
 - *Running out of classroom, off the playground, or away from group without responding to the calls of the adult*
 - *Intentionally injuring self in a manner that might cause serious harm to self (e.g., severe head banging, biting self)*
- **Also** complete when a child continues to engage in problem behavior despite efforts to redirect to use alternative skills. On these occasions, complete the form for children who are persistent in problem behavior and their problem behavior appears to be unresponsive to the child guidance procedures you use in your classroom. The form will not be completed if the behavior has not occurred before **or** if the behavior may be developmentally-expected (e.g., 2-year old who tussles over a toy). These behaviors might be:
 - *Tantrums*
 - *Inappropriate language*
 - *Hitting*
 - *Breaking or destroying items*
 - *Disruptive behavior*

Completing the Form:

1. Complete the form as soon as possible after the behavior incident so that you can remember all of the relevant details.
2. If this is the first behavior incident completed on the child, make sure you complete the demographic information about the child on the bottom of the form that will be used to enroll the child in the system.
3. You will use a child ID# (instead of child name) and a classroom ID# (instead of classroom name). These ID#s should be provided by your program. Please ask your supervisor for your classroom ID# and how to establish the child ID so that you can complete the form.
4. You will complete one form for each behavior incident that matches the criteria described above and in the BIR training. An incident might be a single event (e.g., hit) or have a longer duration (e.g., tantrum). When young children engage in challenging behavior, they often engage in multiple behaviors (e.g., hit, kick, and verbal aggression). A behavior incident might include multiple behaviors although you will be selecting the behavior that is most intrusive to note on the form. If the behavior incident ends and the child has another one later in the activity or day; complete an incident form for each separate incident.
5. Provide a copy of the form to the program designee who enters the data for your program.

Form Definitions

- **Problem Behavior**

- This category refers to the most serious behavior exhibited by the specific child. Only circle the **ONE** behavior that is the most intense; the behavior that led the teacher to complete the BIR form.

Behavior	Definition	Example
1. Physical Aggression	Making physical contact with an adult or peer where injury may occur	<i>Striking, pulling hair, biting, scratching, pulling clothes, kicking, spitting</i>
2. Disruption/Tantrums	Causing an interruption in class or activity	<i>Throwing items, loud vocalizations, crying, screaming, cussing</i>
3. Inconsolable crying	Crying for an extended period of time. All typical comfort strategies are unsuccessful	<i>Crying, isolating self, refusing typical comfort strategies implemented by adults</i>
4. Verbal aggression	Threatening, offensive, or intimidating words directed towards an adult or peer	<i>Screaming, name calling, profanity, use of threats</i>
5. Inappropriate language	Using words or phrases that are offensive or rude; not always directed at a person	<i>Profanity, insults</i>
6. Non-compliance	Refusing to follow direction	<i>No response to specific verbal or non-verbal directions; engages in activities other than what is specified in directions.</i>
7. Social withdrawal/Isolation	Non-participation in classroom activities with peers/adults or withdraw from play or social interactions with peers or adults Extreme lack of participation or interest in classroom activities, games, songs, etc.	<i>Refusing to join activity, refusing to participate in activity, no eye contact, no conversation. For toddlers, hanging at the door for extended periods of time waiting for parent, falls asleep in response to attempts to engage, turns face or eyes away from interaction, etc. Wandering aimlessly/ "In own world"</i>
8. Running away	Leaving the area alone and without permission	<i>Leaving the classroom, playground, or group without permission or supervision</i>
9. Breaking/destroying items or objects	Deliberately impairing or destroying items, property damage	<i>Tearing paper, breaking items, writing on items</i>
10. Unsafe behaviors	Engaging in dangerous acts with materials	<i>Standing on furniture, inappropriate use of classroom materials</i>
11. Repetitive Behavior	Engaging in repetitive actions, stereotypic behavior, verbal or physical	<i>Spinning objects, body rocking, flapping hands, mouthing objects repetitively</i>
12. Hurting self	Physically abusing self, self- injury	<i>Self-scratching, head banging, self-biting, skin picking</i>
13. Trouble falling asleep	Showing signs of fatigue, yawning, rubbing eyes, irritable but not able to close eyes and rest	<i>Will not lay on mat, restlessness, tossing, fidgeting</i>

- Activity

- This category refers to where/when the specific behavior incident took place.

Activity	Description
1. Arrival	Child arrives at school for the day
2. Circle/Large group activity	Structured large group, teacher-directed activity, Circle time activities
3. Small group activity	Structured, planned, teacher-directed activities <6 children
4. Centers/Indoor Play	Semi-structured play time; includes art, music/movement, dramatic play, writing, blocks, books, sensory, and science inside the classroom. For infants and toddlers, use this category for general play.
5. Diapering	Transition to changing table, undressing, dressing, new diaper
6. Meals	Includes breakfast, snacks, and lunch
7. Outdoor play	Free play with and without equipment
8. Special activity	May include parties, assemblies, and special events held on program property
9. Field trip	Class or group of children away from school or center for activity
10. Self-care/Bathroom	May include dressing, undressing, toileting, washing hands, etc.
11. Transition	Time in between activities or movement to a different classroom or school environment
12. Clean-up	Children are cleaning up an specific area before they move to next activity
13. Departure	Child leaves school for the day
14. Therapy	When receiving intervention services from a speech therapist, occupational therapist, physical therapist, or therapy assistant
15. Quiet time/nap	Includes nap time, quiet reading time, etc.
16. Transportation	Child is being transported on van or bus
17. Individual activity	Child engaged in one on one activity with adult

- Others Involved

- This category refers to individuals who are *directly affected* by the incident. It does not include individuals who were merely *present* during the incident. Check the person who was initially affected by the behavior.

- Possible Motivation

- This category refers to why the behavior is happening for the child (i.e., what they may be getting or avoiding by engaging in the behavior). Only check one motivation for each behavior incident.

- Response

- This category refers to how the teacher responds after the behavior incident or the consequence that is delivered. Only check the one response that seems the most intrusive, the harshest or takes the most teacher time to deliver.
- Please note that this list of responses represents what might occur in a classroom. Thus, it includes some responses that might not be recommended for use.

Response	Description
1. Verbal reminder	The teacher gives a signal to engage in an alternative, appropriate behavior.
2. Redirect to a different activity or toy	The teacher will attempt to get child interested in a different activity or toy.
3. Move within group	Child can stay with group but move to a different seat/location, (e.g., the child is moved to sit closer to teacher/assistant and further away from a specific peer).
4. Remove from activity	Termination of a specific activity (e.g., excusing the child from circle time) or guiding the child to select a new activity (e.g., choose a new center).
5. Remove from area	The child is removed from the location where an activity is taking place but can continue to work on that activity in a different part of the classroom.
6. Remove item	Removing an object, toy, or material from the child.
7. Provide physical comfort	The teacher will rock or hug the child.
8. Curriculum modification	Modify lesson or activity to accommodate child's level of functioning (e.g., shorten the time he has to sit in circle time).
9. Re-teach/practice expected behavior	The teachers instructs the child on expected behavior, models the expected behavior, has the child practice the expected behavior, and acknowledges the expected behavior.
10. Loss of activity	Child loses access to activity due to challenging behavior (for the remainder of the day or 1 or more days).
11. Time with a teacher	The child will spend some one to one time with his/her primary teacher.
12. Time in different classroom or adult outside the classroom	The child is removed from primary classroom for an extended duration of time (i.e., more than 30 minutes) to spend part of a day or multiple days in a different classroom with a different adult supervising. The child is removed from the classroom to spend extended time with administrator, counselor, behavior therapist or other adult. Note. This action is used in the calculation of In-School/Program Suspension.
13. Teacher contact family	The teacher calls a family member to discuss behavior incident. If teacher call was requested by an administrator, this would be noted in Administrative Follow-Up (see next section).
14. Time out	The child is removed from group, activity, or any interaction for a specific period of time.
15. Physical guidance	The teacher physically moves the child from one location to another using only the amount of contact needed to guide the child to a safe space or to maintain the safety of others.
16. Physical hold/Restrain	A staff member appropriately trained in an approved program holds the child.

- Administrative Follow-Up

- Only use this field if the Program Administrator has input, had to be notified on the consequence to be delivered after the behavior incident, or administered the follow-up.
- Please note that this list of administrative actions represents what might occur in a program. Thus, it includes some actions that might not be recommended for use.

Administrative Follow-Up	Description
1. Talk with child	Program administrator engages in a discussion with a child about alternatives to his or her challenging behavior that ends in a plan for performing the alternative, prosocial behavior in the future.
2. Contact family	Program administrator calls or directs another staff to call a family member to discuss the behavior incident.
3. Family meeting	Child's family member requested to attend a meeting to discuss a behavior incident.
4. Arrange behavioral consultation/team	An expert is called in to help develop an appropriate response to the child's challenging behavior with input from the program staff and family.
5. Targeted group intervention	The child is provided additional instruction in social emotional skills through an existing small group that is matched to the child's specific needs.
6. Temporary removal from classroom	Child is sent to some other part of the school (e.g., teacher classroom, nurse, guidance counselor) for remainder of day or multiple days in response to problem behavior. Note. This action is used in the calculation of In-School/Program Suspension.
7. Sent home for remainder of day	Child is sent home for some part of the school day. Note. This action is used in the calculation of Out of School/Program Suspension.
8. Sent home for one or more days	Child is sent home and not allowed to return to school for one or more days. Note. This action is used in the calculation of Out of School/Program Suspension.
9. Conditional enrollment	Family is asked to provide a person to support child's continued enrollment in the program by providing a behavior assistant, shadow, 1:1 assistant, or similar support.
10. Transfer to another program	The child is moved to a different program/classroom.
11. Reduce hours in program	The amount of time a child spends in the program is reduced for a specified amount of time.
12. Dismissal from program	The child is permanently removed from the preschool program. Note. This action is used in the calculation of Expulsion/Dismissal

- Comments

- Feel free to add brief statements that may later act as reminders of certain incidents. This is not a required field and may not be necessary in all situations.