

Behavior Incident Report 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 playground, or from group without responding to the calls of the adult
- Intentionally injuring self in manner that may cause serious harm (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 olds who tussle over a toy). These behaviors may be:

- Tantrums
- Inappropriate language
- Hitting
- Property Destruction
- Disruptive Behavior

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 lead the teacher to complete the BIR form.

Behavior	Definition	Examples
1. Physical Aggression	Making physical contact with an adult or peer where injury may occur	Striking, pulling hair, biting, scratching, pulling clothes, kicking, spitting
2. Self-injury	Physically abusing self	Self-scratching, head banging, self-biting, skin picking
3. Stereotypic Behavior	Engaging in repetitive actions, verbal or physical	Spinning objects, body rocking, flapping hands, mouthing objects repetitively
4. Disruption/Tantrums	Causing an interruption in class or activity	Throwing items, loud vocalizations, crying, screaming, cussing
5. Inconsolable crying	Crying for an extended period of time. All typical comfort strategies are unsuccessful	Crying, isolating self, refusing typical comfort strategies implemented by adults
6. Inappropriate language	Using words or phrases that are offensive or rude; not always directed at a person	Profanity, insults
7. Verbal aggression	Threatening, offensive, or intimidating words directed towards an adult or peer	Screaming, name calling, profanity, use of threats
8. Non-compliance	Refusing to follow direction	

9. Social withdraw/ 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.	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"
11. Running away	Leaving the unsupervised area alone and without permission	Leaving the classroom, playground, or group without permission or supervision
12. Property damage	Deliberately impairing or destroying items	Tearing paper, breaking items, writing on items
13. Unsafe behaviors	Engaging in dangerous acts with materials	Standing on furniture, inappropriate use of classroom materials
14. Trouble falling asleep	Showing signs of fatigue, yawning, rubbing eyes, irritable but not able to close eyes and rest	Will not lay on mat, restlessness, tossing, fidgeting

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. Classroom jobs	Child completes daily tasks such as unpacking or hanging jacket
3. Circle/Large group activity	Structured large group, teacher-directed activity >6 children; Circle time activities
4. Small group activity	Structured, planned, teacher-directed activities <6 children
5. 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.
6. Diapering	Transition to changing table, undressing, dressing, new diaper
7. Meals	Includes breakfast, snacks, and lunch
8. Quiet time/nap	Includes nap time, quiet reading time, etc.
9. Outdoor play	Free play with and without equipment
10. Special activity/Field trip	May include parties, assemblies, and special events
11. Self-care/Bathroom	May include dressing, undressing, toileting, washing hands, etc.
12. Transition	Time in between activities or movement to a different classroom or school environment
13. Departure	Child leaves school for the day
14. Clean-up	Children are cleaning up an specific area before they move to next activity
15. Therapy	When receiving intervention services from a speech therapist, occupational therapist, physical therapist, or therapy assistant
16. 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 a category for every person who was affected by the behavior.

Possible Motivation

This category refers to why the behavior is happening for the child. Only check ***one*** motivation for each behavior incident.

Strategy/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.

Strategy/Response	Description
1. Verbal reminder	The teacher gives a signal to engage in an alternative, appropriate behavior
2. Curriculum modification	Modify lesson or activity to accommodate child's functioning level, i.e. shorten the time he has to sit in circle time.
3. Move within group	Child can stay with group but move to a different seat/location, i.e. have the child sit closer to teacher/assistant and further away from a specific peer.
4. Remove from activity	Termination of a specific activity, i.e. removing the play dough and putting it back in the cabinet for use another day
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. Provide physical comfort	The teacher will rock or hug the child
7. Time with a teacher	The child will spend some one to one time with his/her primary teacher
6. Re-teach/practice expected behavior	The teachers instructs the student on expected behavior, models the expected behavior, has the student practice the expected behavior, and acknowledges the expected behavior
7. Time with other adult in different classroom	The child is removed from primary classroom for a specific period of time to spend quiet time in a different classroom with a different adult supervising
8. Time with support staff	The child will spend some one to one time with administrator, counselor, behavior therapist or other
10. Redirect to a different activity or toy	The teacher will attempt to get child interested in a different activity or toy
9. Loss of item/privilege	The teacher removes the child's access to a reinforcing object, activity, or status for a specific period of time
10. Family contact	The teacher will call family member to discuss behavior incident
11. Time out	The child is removed from group, activity, or any interaction for a specific period of time
12. Physical guidance	The teacher uses minimal physical contact to support a child to another location when the student is not actively resisting. This technique is meant to be used when other less intrusive interventions have been tried and only as long as necessary to address a safety concern
13. Physical hold/restrain	The child is held by a staff member appropriately trained in an approved, evidence-based program. This technique is only to be used when other less intrusive interventions have been tried and only as long as necessary to address a safety concern

Administrative Follow-up

Only use this field if the Program Administrator has input on the consequence to be delivered after the behavior incident.

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. This technique is not appropriate when the challenging behavior is likely to have been motivated by accessing adult attention
2. Contact family	Program administrator calls a family member to discuss the behavior incident.
3. Family meeting	Child's family member attends 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. Transfer to another program	The child is moved to a different program/classroom
7. Reduce hours in program	The amount of time a child spends in the program is reduced for a limited amount of time
8. Dismissal	The child is permanently removed from preschool program

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.