# Ohio Local Preschool Behavior Incident Report (BIR) Guidance

Note: 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.

For safe behaviors that meet the criteria below of a challenging behavior a BIR is to be completed.

1. repeated pattern of behavior (consider frequency, intensity, or duration)
2. interferes with learning or engagement in pro-social interactions with peers and adults
3. behavior is not responsive to the use of developmentally appropriate guidance procedures

For unsafe behaviors that meet any or all of the descriptors a BIR is always to be completed.

* May place self-or others at physical risk
* May prevent the on-going delivery of instruction
* May cause significant property damage

\*The challenging behavior event is one that the administration needs to be aware of and/or if the classroom staff need to have help at the moment or after the event from other adults.

The electronic form is located on the school’s internal staff website. If not completing at the time of the event, ensure that all information is collected for accurate reporting by the end of the work day in order for instantaneous data.

The specific fields are described below in order to ensure consistent and valid data entry.

**Student** = use the student’s ID number here

**Date** = when the challenging behavior occurred

**Time** = when the challenging behavior occurred

**Class Teacher** = name of the student’s classroom teacher

**Person reporting** = adult that is completing the BIR

**Challenging Behavior** = select the appropriate behavior descriptor for the event and if more than one behavior, select the most intensive only. There is an option to select other if the behavior is unable to be identified with the main behaviors on the BIR.

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| --- | --- | --- |
| **Behavior** | Definition | Examples (what it might look like / sound like) |
| **Noncompliance** | Refusing to follow directions | Running away from an adult or class  Dropping to the ground (limp noodle)  Hiding (under tables, under lockers, etc.)  Refusing to transition (ex: refusing to leave playground) |
| **Verbal outburst** | Verbal actions that cause disruption, are hurtful, or inappropriate that may or may not be directed to a peer and/or adult | Screaming, brief or continued  Name calling  Swearing  Threats  Refusal (no, get away) |
| **Social Withdrawal** | Noticeable lack of participation or  interest in social situations with peers and/or adults | Nonparticipation in activities  refusal to interact with adults or peers  Unwilling to try new experiences |
| **Physical Aggression (toward self or others)** | Purposeful action toward self, peers, or adults that could cause harm | Kicking, Biting, Pinching, Hitting, Spitting,  Throwing objects |
| **Other:** |  | Select only if the behavior is unable to be identified with one of the main behaviors above |

**Routine** = refers to the scheduled times during the day; select where the behavior first occurred/started.

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| --- | --- |
| Arrival | Student arrives at school for the day |
| Circle Time | Structured large group time at the beginning of the day addressing daily information and routines |
| Large group activity | Structured adult led activity with 7 or more students |
| Small group activity | Planned adult led activity with 2 to 6 students |
| Individual activity | Student is working one on one with an adult or by themselves |
| Centers | Semi-structured play time; includes art, music/movement, dramatic play, writing, blocks, books, sensory, and science inside the classroom. |
| Indoor Play | Gross motor time in the classroom where students are free to choose activities that involve the large motor muscles |
| Restroom | Specified time for individual to be diapered or use toilet |
| Snack | Specified time during the morning to break for eating a snack |
| Lunch | Time in between activities/routines or movement to a different classroom or school environment |
| Outdoor Play | Outdoor area where students are free to choose activities that involve the large motor muscles |
| Gym | Gross motor area where students are free to choose activities that involve the large motor muscles |
| Transition | Time in between activities/routines or movement to a different classroom or school environment |
| Hallway | The public space or corridors between rooms |
| Clean Up | Adult directed activity where students are cleaning up a specific area before they move to next activity |
| Dismissal | Student leaves school for the day |
| Bus | School provided transportation to and from home |
| Nap/quiet time | Specified time during the day when all students are to rest |

**Others Involved** = refers to individuals who are directly affected by the incident. It does not include individuals who were merely present during the incident.

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| --- | --- |
| None | No other individuals were involved in the incident |
| Peer[s] | At least one other student is involved |
| Teacher | Any teacher from the building |
| Paraprofessional | Any paraprofessional or teacher aides from the building |
| Specialist | Related services- OT, PT, ST, Behavior Specialist, etc. |
| Bus driver | Person driving bus or assisting with students on the bus |
| Substitute | Any person taking the place of an absent employee |
| Administration | The supervisor of school employees |
| Volunteer | Adult not employed by the school providing assistance in the class or building |
| Other: | Provide title of person not specific names |

**Possible Motivation** = refers to why the student may be exhibiting the behavior

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| --- | --- |
| Avoid peers | Student does NOT want peer attention |
| Avoid adult | Student does NOT want adult attention |
| Avoid task | Student does NOT want to do a specific task/activity |
| Avoid sensory | Student does NOT want sensory input |
| Seek sensory input | Student wants/needs sensory input |
| Seek peer attention | Student wants other students to notice him/her |
| Seek adult attention | Student wants adults to notice him/her |
| Seek desired object | Student wants a specific item |
| Seek desired activity | Student wants to do a specific activity |
| Don’t know | Select if unable to determine possible motivation |

**Continuum of Consequence / Strategies used** = refers to how the adult responds and aligns to the flowchart. Select all that were used for the event.

* Proximity - staff moves within the area of the student identified as displaying a behavior (Ex: Staff notices behavior of student during snack time. Staff walks over to position their body near the student without any further action.)
* Restate the expected behavior - staff verbally state the specific expected behavior to the whole group or individual student and connect it to one of the building’s overarching expectations (Ex: In the classroom we use walking feet to be Safe.)
* Acknowledge and help identify student’s feelings - staff at student’s eye level in a calm voice acknowledge the student is struggling and help them articulate their feelings (Ex: It looks like you are frustrated with Tommy because he took your shovel.)
* Individual re teach - staff at student’s eye level in a calm voice use one of the teaching methods already provided to the whole class now to the individual child in an abbreviated manner (Ex: Let’s practice how we keep our hands to ourselves while in line to show respect. I will do it first, we will do it together, and then you can show me independently.)
* Provide limited choice - staff at student’s eye level in a calm voice verbally request the child to select from two acceptable choices that address the expectations and rules (Ex: We use scissors for cutting to keep us safe. You may use the scissors on the paper or you can play with the blocks in this area.)
* Guided removal from activity - staff at student’s eye level in a calm voice verbally prompt paired with a visual support or gesture to place the student in a different activity with a reminder of the expected behaviors (Ex: It’s my job to keep you safe. We need to play at the music area with our friends. We are safe in the music area by using the instruments to make sounds.)
* De-escalation techniques – staff approach student with calmness and a neutral facial expression while allowing space for both the staff and student; use of a low and even tone when speaking; acknowledge the student’s feelings; apply a distraction by engaging the student's thinking brain

**Additional Information =** space to add brief statements that may later act as reminders of certain details. This is not a required field and may not be necessary in all situations.