

New Hampshire Center for Effective Behavioral Interventions and Supports
29 Commerce Drive, Bedford, NH 03110 • T: 603-206-6800 • F: 603-434-3891

www.nhcebis.seresc.net
A Project of SERESC

The Behavior Incident Reporting and Check-In System (BIRCHIS)

Incident Monitoring

The BIRCHIS is a web-based, data management program which includes an incident monitoring component for documenting and summarizing data on all challenging behavior issues occurring within an early childhood education (ECE) setting, the context in which the behaviors occur, and the adult responses to those behaviors.

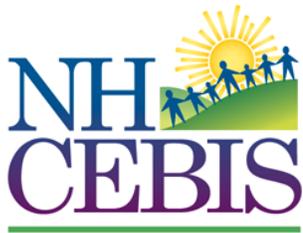
Since *minor* behavioral incidents are anticipated to occur regularly within early childhood settings, it is accepted that this is reflective of the developmental level of preschool children and typical to the age. It is common for minor behaviors occurring with typical frequency to be addressed by the classroom teacher without the need for documentation within the BIRCHIS.

Additionally, many early childhood educators experience difficulty tracking the volume of challenging behaviors that may occur in preschool classrooms even when limiting documentation to the behaviors of most concern. Therefore, we recommend that ECE programs further limit data collection to the three or four most common challenging behaviors, rather than trying to document all of the behaviors defined within the BIRCHIS. We also recommend that ECE programs use a consensus-building process and data-based decision making when determining which behaviors to track. Please refer to the behavior definitions for specific examples of reportable incidents included within this system.

Supporting documents for the BIRCHIS incident monitoring component include the following:

1. The BIRCHIS individual student data collection form, which contains the following fields of information: (1) general information; (2) routines; (3) motivations; (4) challenging behaviors; (5) staff responses (6) administrative follow-up and (7) involved persons.
2. Definitions for each routine in typical ECE settings.
3. Definitions for challenging behaviors.
4. Definitions for staff responses to challenging behaviors.
5. Definitions for administrative follow-up to incidents of challenging behavior.

In addition to using the BIRCHIS for documenting single incidents of challenging behavior, the BIRCHIS should also be used when a child engages in repetitive or escalating problematic behaviors. In these circumstances, challenging behavior may not be major in severity, but is persistent, frequent and unresponsive to adult attempts to redirect or correct the behavior. It is important to note that this would not include developmentally-expected repetitive behavior (e.g., a two-year-old climbing on child-size furniture, a three-year-old experiencing difficulty sharing). In cases of escalating behavior, the BIRCHIS system allows the entry of multiple behaviors (including the initial challenging behavior, the accelerating behavior and the peak behavior) to effectively identify and record the cycle of the behavioral escalation.



New Hampshire Center for Effective Behavioral Interventions and Supports

29 Commerce Drive, Bedford, NH 03110 • T: 603-206-6800 • F: 603-434-3891

www.nhcebis.seresc.net

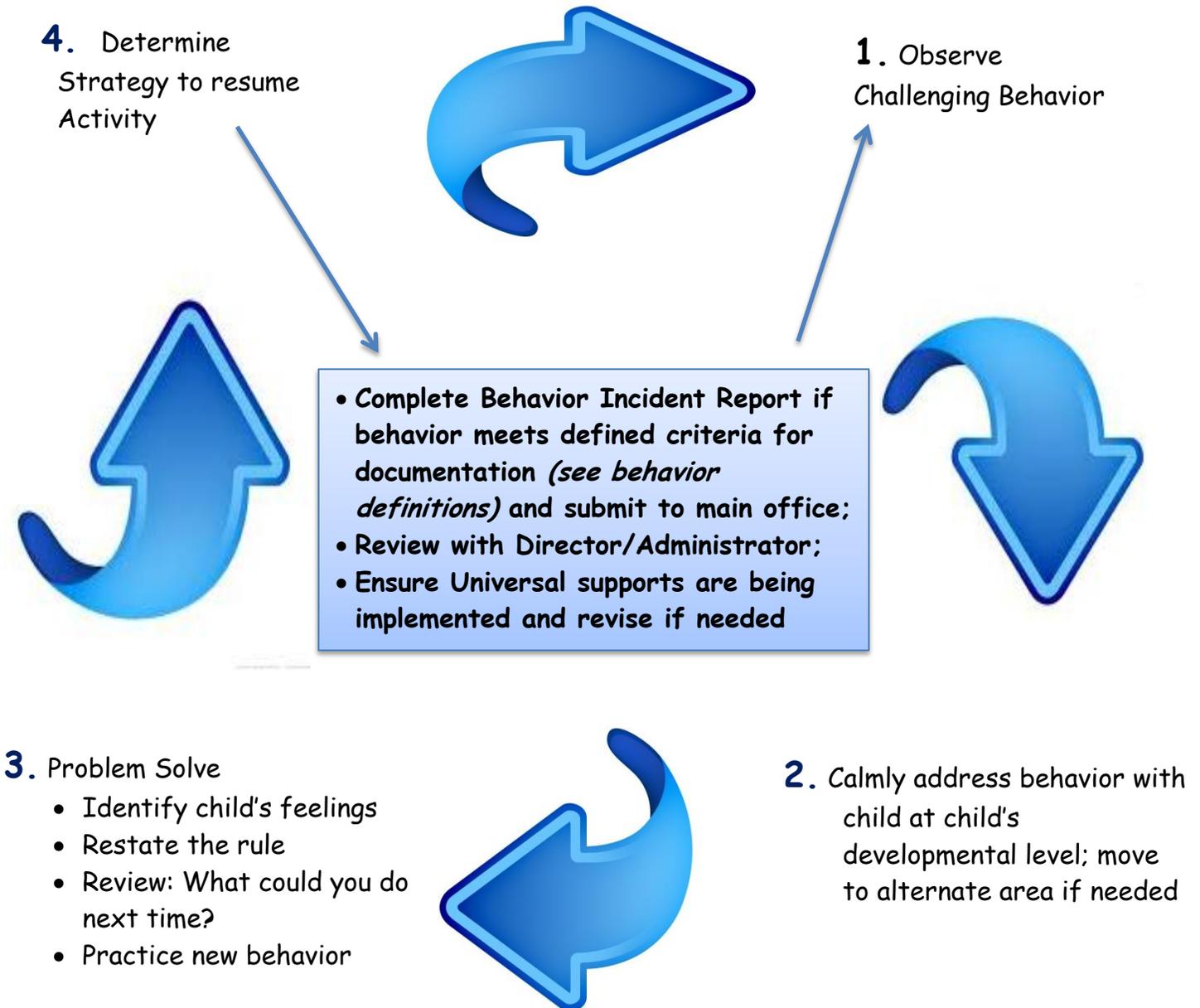
A Project of SERESC

A typical protocol for using the BIRCHIS incident monitoring feature involves the following:

1. A staff member observes and records the challenging behavior(s) on the BIRCHIS individual student form.
2. The staff member submits the report to the designated data entry person.
3. The data entry person enters the data into the BIRCHIS within 48 hours.
4. Summarized reports are generated and available for PW-PBIS team meetings, IEP meetings, progress monitoring meetings, individual planning meetings, parent/family conferences and/ or staff/community meetings, and are used to support data-based decision making.

A typical response system flowchart for early childhood settings is included below:

General Procedure for Responding to Challenging Behaviors



Behavior Incident Report Categories for Early Childhood Education Programs Developed by the NH Center for Effective Behavioral Interventions and Supports

Category	Contents
1. General Information	<ol style="list-style-type: none"> 1. Child's Name/ID 2. Program 3. Classroom 4. Schedule 5. Date 6. Time 7. Referring Staff
2. Routines	<ol style="list-style-type: none"> 1. Arrival 2. Center/Workshop 3. Circle/Large group activity 4. Classroom jobs 5. Clean-up 6. Departure 7. Free play 8. Individual activity 9. Meals 10. Other 11. Outdoor play 12. Quiet time/Nap 13. Self-care/Bathroom 14. Small group activity 15. Special activity/Field trip 16. Therapy 17. Transition
3. Motivations	<ol style="list-style-type: none"> 1. Obtain preferred item 2. Obtain preferred activity 3. Obtain peer attention 4. Obtain adult attention 5. Obtain sensory stimulation 6. Avoid/escape non-preferred task/activity 7. Avoid peer attention 8. Avoid adult attention 9. Avoid sensory overstimulation 10. Unknown 11. Other
4. Challenging Behaviors	<ol style="list-style-type: none"> 1. Disruption/Tantrum 2. Inappropriate language 3. Non-compliance 4. Other 5. Physical aggression 6. Property damage 7. Running away 8. Self-injury 9. Social withdrawal/isolation 10. Unsafe behaviors 11. Verbal aggression

**Behavior Incident Report Categories for Early Childhood Education Programs
Developed by the NH Center for Effective Behavioral Interventions and Supports**

Category	Contents
5. Staff Responses	<ol style="list-style-type: none"> 1. Verbal reminder of expectation/directive 2. Curriculum modification 3. Move within group 4. Remove from activity 5. Remove from area 6. Re-teach and practice behavior 7. Physical guidance to engage in alternative, appropriate behavior 8. Time with adult in different classroom/support staff 9. Family contact 10. Loss of item/ privilege 11. Physical hold/restrain 12. Other 13. Unknown
6. Administrative Follow-Up	<ol style="list-style-type: none"> 1. Talk with child 2. Telephone contact with parent/family 3. Parent/Family meeting 4. Arrange behavioral consultation/team 5. Reduce hours in program 6. Targeted group intervention 7. Transfer to another program 8. Early dismissal 9. Other
7. Involved Persons	<ol style="list-style-type: none"> 1. Teacher 2. Assistant teacher 3. Administrator 4. Related service 5. Family worker 6. Guidance/Mental health staff 7. Paraeducator 8. Family member 9. Peers 10. Other 11. Unknown

Early Childhood Routine Definitions for Program-wide Positive Behavioral Interventions and Supports in Early Childhood Education Programs

1. **Arrival:** The designated time or time-frame in which the children begin their day in the early childhood program.
2. **Center/Workshop:** A designated time during which children are expected to participate in and/or rotate through various structured, teacher-planned learning activities, and includes the opportunity to engage in self-directed projects/activities in classroom centers or play areas.
3. **Circle/Large group activity:** A structured, designated time in which the entire class or the majority of the class is expected to participate in a teacher-directed learning experience.
4. **Classroom jobs:** A specific classroom task that has been assigned by the teacher (e.g., table washer, line leader, pencil sharpener, etc.).
5. **Clean-up:** A time during which the children are expected to return classroom materials to their designated storage areas.
6. **Departure:** The time that the children are dismissed from or leave the early childhood program on a daily basis.
7. **Free play:** An unstructured time during which children are able to choose from activities and/or play areas that are available in the classroom.
8. **Individual activity:** An activity, either teacher-planned or self-directed, that a child engages in by him/herself or one-on-one with an adult.
9. **Meals:** A time during which the children sit and eat together (e.g., snack, lunch).
10. **Other:** This category may be used to track any other routine-based activity not represented.
11. **Outdoor play:** A designated time during which children are provided with the opportunity for structured or unstructured gross motor play outside of the building.
12. **Quiet time/Nap:** A designated time-frame during which the children are encouraged to rest on individual mats or cots. Quiet activities are provided for non-sleepers (e.g., puzzles, books, etc.).
13. **Self-care/ Bathroom:** A time during which a child uses the lavatory for toileting or other self-care needs (e.g., hand or face-washing, nose-blowing, etc.).
14. **Small group activity:** A structured, teacher-directed learning experience that is implemented with a few children (e.g., usually 3-6 children).
15. **Special activity/ Field trip:** An opportunity for the entire class to participate in a teacher-planned outing to an alternate destination, or any other activity that is teacher-planned and atypical of the daily routine (e.g., guest speaker, special event at the center, etc.).
16. **Therapy:** A session during which a child may receive individual or small group skill instruction from a trained service provider.
17. **Transition:** The period of time which elapses between scheduled routine activities, which involves ending a previous activity and beginning the next routine or activity. This may or may not involve a change in location (e.g., transitioning from circle time to centers/workshops within the classroom, or transitioning from centers/workshops to outdoor play outside of the classroom).

Challenging Behavior Definitions for Program-wide Positive Behavioral Interventions and Supports in Early Childhood Education Programs

1. **Disruption/Tantrum** – an outburst or action that prevents learning or interferes with teaching and persists despite an adult’s request to stop or attempt to provide support.
2. **Inappropriate language** – the repeated use of words or phrases that are typically unexpected for the child’s developmental age or level (e.g., swearing, profanity, sexually explicit) despite the request of an adult to stop.
3. **Non-compliance** – refusal to follow a reasonable request, direction or the established routine, which persists after multiple requests and a reasonable amount of time.
4. **Other** - This category may be used to track any other designated behavior of concern not represented.
5. **Physical aggression** – forceful physical actions directed towards adults or peers that may result in physical contact and injury (e.g., hitting, kicking, spitting, pinching, and throwing objects).
6. **Property damage** – purposeful actions directed towards items or property that may have destructive results (e.g., ripping of books, knocking over shelves, throwing chairs).
7. **Running away** – the act of leaving a designated area of supervision or boundary of play without permission and without responding to the requests of an adult to return.
8. **Self-injury** – physical actions directed towards oneself, which may result in visible injury (e.g., hitting, kicking, scratching, pinching oneself).
9. **Social withdrawal/isolation** – non-participation in class activities or withdrawal from play or social interactions with peers or adults that interferes with the child’s ability to learn and interact with others which is outside the typical range of temperament.
10. **Unsafe behaviors** – physical actions which may directly or indirectly result in physical injury to self or others that (a) persists despite an adult’s request to stop and (b) are unexpected based on the developmental age and/or level of the child (e.g., climbing/walking on furniture, intentionally running into people or things, inappropriate use of materials, running with scissors).
11. **Verbal aggression** – the use of threatening, offensive or intimidating words directed towards a peer or adult (e.g., screaming, name-calling, swearing, profanity, threats).

Strategies for Responding to Challenging Behavior for Program-wide Positive Behavioral Interventions and Supports in Early Childhood Education Programs

Staff Responses

1. **Verbal reminder of expectation/directive** – a technique in which the teacher directly states the specific rule/expectation immediately after the child displays a challenging behavior (e.g., “It’s time for quiet voices.”) This is most effective when paired with eye contact.
2. **Curriculum modification** - a strategy used when it is likely that the challenging behavior is the result of a task that is too difficult or un-preferred, in which the teacher decreases the amount of work expected and/or provides additional supports to enable the student to complete the work successfully (e.g., changes the format or presentation, provides pictorial directions, etc.)
3. **Move within group** – a technique that is used to separate two or more peers that show an inability to engage in positive interactions with each other, or are doing so at an inappropriate time. The teacher may ask one child to move to a different seat/area while participating in the same activity/routine (e.g., a child is instructed to sit elsewhere during circle time).
4. **Remove from activity** – this strategy is used when a child displays continuous social difficulties participating in a particular classroom activity. The teacher may require that the child try a different activity. This strategy is most effective when paired with ‘offering choices’ (e.g., If a child has continuous difficulty coloring, the teacher may state, “I see you are having a hard time with coloring. I need you to do something else. Do you want to paint or glue a collage?”). This intervention is designed in such a way that the child can continue working/playing on an alternative activity. This technique is intended to decrease the likelihood that the challenging behavior will reoccur.
5. **Remove from area** – this strategy is used when a child displays continuous social difficulties playing/engaging in an area of the classroom (e.g., blocks, dramatic play). The teacher may require that the child play in an alternate area. This strategy is most effective when paired with ‘offering choices’. This intervention is designed in such a way that the child can continue working/playing in an alternate area of the classroom. This technique is intended to decrease the likelihood that the challenging behavior will reoccur.
6. **Re-teach and practice behavior** – a technique in which the teacher instructs the child on the expected behavior, models the expected behavior, has the child practice the expected behavior and then acknowledges the expected behavior (e.g., if a child is running in the classroom, the teacher could state, “Remember the rule is that we walk in the classroom. This is how I walk. Please go back and show me walking.” After the child practices walking, the teacher can acknowledge the appropriate behavior by stating, “Yes! That’s great walking!”).

7. **Physical guidance to engage in alternative, appropriate behavior** - a technique in which a teacher uses minimal physical touch to support/escort a student to another location, when the student is not actively resisting. (e.g., the teacher puts her arm on the child's shoulder and leads child to the clean-up area or holds hands with a child to slow down his/her pace).
8. **Time with adult in different classroom/support staff** – a technique in which a child is integrated in another classroom's activities, or guided to another location with an alternate, supportive adult, for a specified period of time after a challenging behavior is exhibited. This technique is intended to decrease the likelihood that the challenging behavior will reoccur.
9. **Family contact** - a technique in which the teacher contacts a child's family to discuss an incident or behavior of concern. This technique is most effective when there is a positive relationship between the teacher and the parent/guardian and when the parent/guardian has been given positive feedback about the child in advance of the contact for challenging behavior. This technique is intended to decrease the likelihood that the challenging behavior will reoccur.
10. **Loss of item/privilege** - a technique in which the teacher removes a child's access to a reinforcing object, activity or status for a specified period of time after a challenging behavior is exhibited. This is intended to decrease the likelihood that the challenging behavior will reoccur (e.g., if a child continually throws blocks, s/he is not allowed to use blocks for a developmentally appropriate amount of time; If a child continually uses scissors dangerously at the art table, s/he is then not allowed to participate in the art project).
11. **Physical hold/restrain** - a technique in which a child is held in a manner which limits his/her bodily movements by a staff member who is appropriately trained in an approved, evidence-based program. This technique is only to be used when safety is an issue, when the child is a danger to him/herself or others and when all other less intrusive techniques have been exhausted. Best practice also suggests an approved policy for training, implementation procedures and oversight.
12. **Other** – this allows for the program to create another teacher-based intervention not represented.
13. **Unknown** – this option allows the data entry person to complete data entry even if this field is left blank on the behavior incident report.

Strategies for Responding to Challenging Behavior for Program-wide Positive Behavioral Interventions and Supports in Early Childhood Education Programs

Administrative Follow-up

1. **Talk with child** - a technique in which the program administrator engages in a discussion with a child about alternatives to his or her challenging behavior that results in a plan for performing the alternative, pro-social behavior in the future. This technique is not appropriate when the challenging behavior is likely to have been motivated by accessing adult attention.
2. **Telephone contact with parent/family** - a technique in which a child's parent or guardian is called by the program administrator to discuss an incident and/or behavior of concern. This technique is most effective when there is a positive relationship between the administrator and the parent/guardian and when the parent has been given positive feedback about the child in advance of the contact for challenging behavior.
3. **Parent/Family meeting** - a strategy used to promote parent partnership in addressing and responding to a child's repetitive behavioral challenges. The child's parent/guardian attends a meeting with the administrator to discuss the challenging behavior. This technique is most effective when there is a positive relationship with the parent and when the parent has been given positive feedback about the child in advance of the contact for challenging behavior.
4. **Arrange behavioral consultation/team** - a technique in which an expert is called upon or the child is referred to a behavior support team within the program to help develop an appropriate response to the student's challenging behavior, with input from the program staff and family.
5. **Reduce hours in program** - a technique in which the amount of time a child spends in the program is reduced for a limited amount of time.
6. **Targeted group intervention** – a strategy in which the child is provided additional instruction in social emotional skills through a small group that is matched to their needs.
7. **Transfer to another program** – a strategy in which the administrator, with family agreement, arranges for the child to attend an alternate, more appropriate placement, or the child/family moves out-of-district and changes program/district.
8. **Early dismissal** – a strategy in which the child is sent home early for the day. This technique is not appropriate when the challenging behavior is likely to have been escape-motivated.
9. **Other** - this allows for the program to create another administrator-based intervention not represented.