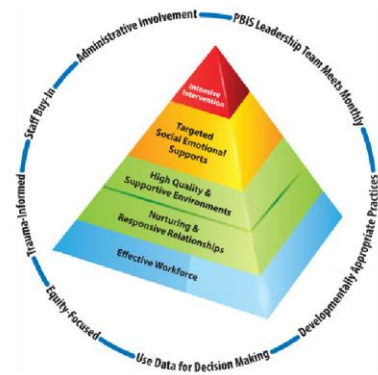


Early Childhood PBIS BIRs (Behavior Incident Reports): Getting Started & FAQs



What is a Behavior Incident Report (BIRs)?

- A simple data collection tool used to document serious (or ongoing) behavior incidents that can be used to support classrooms, programs and the needs of individual children.

When should I complete a BIRs form?

- **ALWAYS** when the following behaviors occur (bold on BIRS form):
Hurting Self (*Ex; biting self, hitting self*)
Physical Aggression (*Ex; hitting, biting*)
Elopement (*leaving area without permission and not responding to request to return*)
- If you try to redirect a child from the following behaviors and they do not respond to strategies you are using OR if the frequency, intensity or duration of the behavior seems unusual:
Verbal Aggression
Inconsolable Crying
Unsafe Behaviors
Destroying Objects
Tantrum

What if I am unsure whether I should complete a BIRs form or not?

- If unsure; complete a form.

I'm already so busy! I don't have time to collect data when challenging behaviors are happening...

- We understand! Keep several copies of the BIRs form in your classroom for easy access, the form should take less than 30 seconds to complete.

Early Childhood Behavior Incident Report		
Classroom:	Child:	Date:
Incident or Behavior Description:		
Activity (Check One)	Problem Behavior	Response
<input type="checkbox"/> Arrival <input type="checkbox"/> Clean-up <input type="checkbox"/> Departure <input type="checkbox"/> Gross Motor Time (Inside) <input type="checkbox"/> Large Group <input type="checkbox"/> Meal Time <input type="checkbox"/> Outside Time <input type="checkbox"/> Rest Time/Nap <input type="checkbox"/> Self-care/Bathroom <input type="checkbox"/> Small Group <input type="checkbox"/> Transition <input type="checkbox"/> Transportation <input type="checkbox"/> Work/Choice Time <input type="checkbox"/> Other: _____	<input type="checkbox"/> Verbal Aggression <input type="checkbox"/> Inconsolable Crying <input type="checkbox"/> Unsafe Behaviors <input type="checkbox"/> Destroying Objects <input type="checkbox"/> Tantrum <input type="checkbox"/> Hurting Self <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Elopement <input type="checkbox"/> Other: _____	<input type="checkbox"/> Redirect to Different Activity/Item <input type="checkbox"/> Verbal Reminder <input type="checkbox"/> Provide Physical Comfort <input type="checkbox"/> Move Within Group <input type="checkbox"/> Remove Item <input type="checkbox"/> Reduce Demands <input type="checkbox"/> Re-Teach/Practice Expectation <input type="checkbox"/> Remove from Area <input type="checkbox"/> Remove from Activity <input type="checkbox"/> Physical Assistance <input type="checkbox"/> Take a Break <input type="checkbox"/> Time with a Teacher <input type="checkbox"/> Reset/Time Out <input type="checkbox"/> Request For Additional Staff Support <input type="checkbox"/> Physical Hold/Restrain <input type="checkbox"/> Family Contacted <input type="checkbox"/> Other: _____
Others Involved:		
<input type="checkbox"/> Teacher <input type="checkbox"/> Peer(s)	<input type="checkbox"/> Support/Administrative Staff <input type="checkbox"/> Substitute	<input type="checkbox"/> None <input type="checkbox"/> Other: _____
Staff Member Completing:		
Director Signature:		
Administrative Follow-Up:		
<input type="checkbox"/> None Needed <input type="checkbox"/> Talk With Child <input type="checkbox"/> Staff Follow-Up <input type="checkbox"/> Communication with Family	<input type="checkbox"/> Family Meeting <input type="checkbox"/> Crisis Plan Developed <input type="checkbox"/> Support Plan Initiated	<input type="checkbox"/> Referral for Tier 2 Plan <input type="checkbox"/> Child Sent Home <input type="checkbox"/> Other: _____

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I teach Early Childhood Special Education, when should I be completing a BIRs form?

- Because the developmental needs of children could vary greatly in these settings, work with your immediate supervisor to establish what would be a change in frequency, intensity and duration for behaviors that may exist in your specific classroom/program.

Is the list of responses and administrative follow-up a recommended list?

- No. These lists are intended to capture the range of actions that may occur only.

The behavior started at one time of the day and continued into another. How should I document this?

- Select the one activity during which the behavior began. If a behavior continued for an extended period of time, this may be important information to record in the 'description' section.

I used more than one response strategy or more than one behavior happened at the same time; how do I document this?

- You can select more than one problem behavior or response on the form. Try to limit the problem behavior(s) selected to those that happened at the start of the incident.

How much information is needed in the description section?

- The minimum amount of information needed to share any additional information you feel is important about the behavior incident you are recording is all that is needed. This may be as simple as, "bit child when wanting toy."

I turned in a BIRs form, but I have no idea what happens with it after that.

- BIRs can be used a few different ways.
 1. Your leadership team collects BIRs from all teachers in the program. They enter this information into a database that creates graphs of the data. From there, they can determine how the entire program is working to decrease challenging behavior and promote social emotional learning.
 2. If you have a concern about a specific child, the BIRs for that child will help you, your team, and the child's family understand specific information about the behavior. For example, sometimes it feels like the behavior happens all day long but when you look at the BIRs, you see that the behavior mostly occurs during large group time. You can better plan for what to re-teach or when to provide supports with this information.
 3. Most programs set up a system for checking in with the teacher if there are multiple BIRs for the child. Teachers meet with their classroom coach, behavior specialist, or similar professional who can assist the teacher in figuring out what to do to address the behavior.