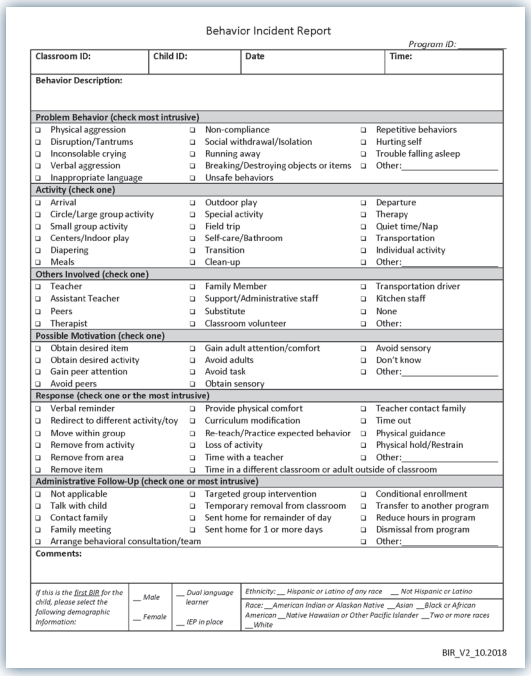
NCPMI

BIRS

What Every Teacher Wants to Know About the BIR

What is a Behavior Incident Report (BIR)?

A simple data collection tool used to document serious behavior incidents that can be used to support classrooms and programs.



Behavior Incident Report

Program ID:

Classroom ID:	Child ID:	Date	Time:
Behavior Description:			

Problem Behavior (check most intrusive)		
❑ Physical aggression	❑ Non-compliance	❑ Repetitive behaviors
❑ Disruption/Tantrums	❑ Social withdrawal/Isolation	❑ Hurting self
❑ Inconsolable crying	❑ Running away	❑ Trouble falling asleep
❑ Verbal aggression	❑ Breaking/Destroying objects or items	❑ Other:_____
❑ Inappropriate language	❑ Unsafe behaviors	

Activity (check one)		
❑ Arrival	❑ Outdoor play	❑ Departure
❑ Circle/Large group activity	❑ Special activity	❑ Therapy
❑ Small group activity	❑ Field trip	❑ Quiet time/Nap
❑ Centers/Indoor play	❑ Self-care/Bathroom	❑ Transportation
❑ Diapering	❑ Transition	❑ Individual activity
❑ Meals	❑ Clean-up	❑ Other:_____

Others Involved (check one)		
❑ Teacher	❑ Family Member	❑ Transportation driver
❑ Assistant Teacher	❑ Support/Administrative staff	❑ Kitchen staff
❑ Peers	❑ Substitute	❑ None
❑ Therapist	❑ Classroom volunteer	❑ Other:

Possible Motivation (check one)		
❑ Obtain desired item	❑ Gain adult attention/comfort	❑ Avoid sensory
❑ Obtain desired activity	❑ Avoid adults	❑ Don't know
❑ Gain peer attention	❑ Avoid task	❑ Other:_____
❑ Avoid peers	❑ Obtain sensory	

Response (check one or the most intrusive)		
❑ Verbal reminder	❑ Provide physical comfort	❑ Teacher contact family
❑ Redirect to different activity/toy	❑ Curriculum modification	❑ Time out
❑ Move within group	❑ Re-teach/Practice expected behavior	❑ Physical guidance
❑ Remove from activity	❑ Loss of activity	❑ Physical hold/Restrain
❑ Remove from area	❑ Time with a teacher	❑ Other:_____
❑ Remove item	❑ Time in a different classroom or adult outside of classroom	

Administrative Follow-Up (check one or most intrusive)		
❑ Not applicable	❑ Targeted group intervention	❑ Conditional enrollment
❑ Talk with child	❑ Temporary removal from classroom	❑ Transfer to another program
❑ Contact family	❑ Sent home for remainder of day	❑ Reduce hours in program
❑ Family meeting	❑ Sent home for 1 or more days	❑ Dismissal from program
❑ Arrange behavioral consultation/team		❑ Other:_____

Comments:

If this is the first BIR for the child, please select the following demographic information:	__ Male __ Female	__ Dual language learner __ IEP in place	Ethnicity: __ Hispanic or Latino of any race __ Not Hispanic or Latino Race: __American Indian or Alaskan Native __Asian __Black or African American __Native Hawaiian or Other Pacific Islander __Two or more races __White

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But I hate data. I am just here to teach.

Data are not as scary as you think. We use data daily in our lives. For example, we might decide we need to lose weight and get in shape. We decide to keep track of our eating and exercise habits for a week. We look at the log and determine how to change our eating and exercise habits based on what we recorded. That is an example of using data to make a decision about how we will proceed. When we want to change a behavior in the classroom, we collect information about behavior to determine the most effective way to address this behavior. Using the BIR helps us do this.

What is considered a serious behavior incident?

- Aggression (e.g., kicking, hitting, biting, scratching)
- Elopement (i.e., leaving area without permission and not responding to request to return)
- Self-injurious behavior (e.g., biting self, hitting self)

What about behaviors like tantrums, inappropriate language, property destruction, or general disruptive behavior?

You would document those if you have attempted to redirect the child and the child was not responsive to the strategies that you are using. You might also document them if they happen with a frequency, intensity, or duration that seems unusual or not typical.

What information does the BIR ask for?

- Problem Behavior
- Activity
- Others Involved
- Possible Motivation
- Response
- Administrative Follow-up
- Child Demographics

There were so many behaviors that happened at once...

Only select one behavior. Pick the most serious behavior. For example, a child hit another child with a toy and used inappropriate language. Since hitting another child with a toy is a safety issue, you would consider that to be the most intrusive. Select that for the BIR.

If I only select one behavior, won't we be losing important information?

There is a space on the BIR where you can add notes about the other behaviors that might have occurred.

I have no idea what the motivation is...

Only select one motivation. Consider what the child was doing and a potential 'why' he or she might have acted that way. For example, if the child hit another child with a toy, was it because they wanted it? Was it because they wanted to play alone? These are two different motivations that would require two different ways to intervene.

I did a lot of things as a response to the behavior.

Just pick one item as the response to the challenging behavior. Pick the response that you used that was most restrictive or intensive. If you gave a verbal reminder AND removed the child from the activity, you would choose to check 'remove child from activity' since it is the most restrictive response.

Is the list of responses and administrative actions a list of recommended practices?

Absolutely not. This is a list of the responses that a teacher or administrator might use.

I didn't involve the administration.

You would select 'not applicable' if this is the case. For the majority of incidents, this is what the teacher selects.

But I don't have any time...

The BIR is a checklist that is designed to help you quickly record an incident. Using the form helps you stay consistent in how you capture the information. If you don't have time immediately after the incident, jot down some key words that will help you complete the form as soon as you can. Put a reminder somewhere you can't miss so that you can complete the form. Remember it takes less than a minute to complete the form. Some teachers do these during nap time or during a break.

I turn in the BIR, 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 these into a spreadsheet 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 circle. 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.

Let's use our example of eating better and exercising. After I keep a log, I notice that I eat well until dinner time. Then I get fast food on my way home and snack until bedtime. I also noticed that if I get up early, I will exercise, but if I wait until after work, I don't do it. I know the time of day I need to focus on my eating and exercise after reviewing the log. I don't need to change all of my habits, but if I can plan better for dinner and agree to get up early three mornings, I can make a difference in my diet and exercise. Same goes for challenging behavior in my classroom. The BIRs helps you see patterns in behavior, making our responses to challenging behavior more effective than just making a plan based on our what we think might be happening.

Never fear. Your coach can help support you in using BIRs. Start with identifying when you would complete one. Begin the collection and see what works for you. Problem-solve with your coach if you are running into problems.

IDEAs that Work
Office of Special Education Programs
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