**Behavior Incident Report**

**Child’s Name:** _______________________________  **Date:** ____________________

**Time of Occurrence:** ________________________

**What happened?**

**Problem Behavior (check most intrusive)**

- Physical aggression
- Self injury
- Stereotypic Behavior
- Disruption/Tantrums
- Inconsolable crying

- Inappropriate language
- Verbal aggression
- Non-compliance
- Social withdrawal/isolation
- Running away

- Property damage
- Unsafe behaviors
- Trouble falling asleep
- Other ____________________

**What was going on when it happened?**

- Arrival
- Routine job
- Circle/Large group activity
- Small group activity
- Centers/Indoor play
- Diapering

- Meals
- Quiet time/Nap
- Outdoor play
- Special activity/ Field trip
- Self-care/Bathroom
- Transition

- Departure
- Clean-up
- Therapy
- Individual activity
- Other ____________________

**Provider response:** __________________________________________________________

____________________________________________________________________________

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____________________________________________________________________________

____________________________________________________________________________
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 room, out of yard, 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 provider to complete the BIR form.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Physical Aggression</td>
<td>Making physical contact with an adult or peer where injury may occur</td>
<td>Striking, pulling hair, biting, scratching, pulling clothes, kicking, spitting</td>
</tr>
<tr>
<td>2. Self-injury</td>
<td>Physically abusing self</td>
<td>Self-scratching, head banging, selfbiting, skin picking</td>
</tr>
<tr>
<td>3. Stereotypic Behavior</td>
<td>Engaging in repetitive actions, verbal or physical</td>
<td>Spinning objects, body rocking, flapping hands, mouthing objects repetitively</td>
</tr>
<tr>
<td>4. Disruption/Tantrums</td>
<td>Causing an interruption in class or activity</td>
<td>Throwing items, loud vocalizations, crying, screaming, cussing</td>
</tr>
<tr>
<td>5. Inconsolable crying</td>
<td>Crying for an extended period of time. All typical comfort strategies are unsuccessful</td>
<td>Crying, isolating self, refusing typical comfort strategies implemented by adults</td>
</tr>
<tr>
<td>6. Inappropriate language</td>
<td>Using words or phrases that are offensive or rude; not always directed at a person</td>
<td>Profanity, insults</td>
</tr>
<tr>
<td>7. Verbal aggression</td>
<td>Threatening, offensive, or intimidating words directed towards an adult or peer</td>
<td>Screaming, name calling, profanity, use of threats</td>
</tr>
<tr>
<td>8. Non-compliance</td>
<td>Refusing to follow direction</td>
<td></td>
</tr>
<tr>
<td>9. Social withdraw/isolation</td>
<td>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.</td>
<td>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”</td>
</tr>
<tr>
<td>10. Running away</td>
<td>Leaving the unsupervised area alone and without permission</td>
<td>Leaving the room, playground, or group without permission or supervision</td>
</tr>
<tr>
<td>11. Property damage</td>
<td>Deliberately impairing or destroying items</td>
<td>Tearing paper, breaking items, writing on items</td>
</tr>
<tr>
<td>12. Unsafe behaviors</td>
<td>Engaging in dangerous acts with materials</td>
<td>Standing on furniture, inappropriate use of classroom materials</td>
</tr>
<tr>
<td>13. Trouble falling asleep</td>
<td>Showing signs of fatigue, yawning, rubbing eyes, irritable but not able to close eyes and rest</td>
<td>Will not lay on mat, restlessness, tossing, fidgeting</td>
</tr>
</tbody>
</table>