






Early Learning Behavior Intervention and Incident Report (BIR)

****Please consider suggested teacher actions prior to writing a BIR (see back of sheet)****

Child's Name:		Date of Incident:	
Time of Incident:	Classroom Teacher:	Referring Staff:	
Info needed for 1st BIR only			Optional
Student ID:	Gender: Male Female IEP: Yes No	Duration of Behavior (circle one): 0-3 min 13-15 min 3-5 min 15-30 min 5-7 min 30-60 min 7-10 min 60+ min 10-13 min	
Race:	Disability Category: SL, SDD, AUT, EBD, OHI, OI, ID		
Prairie Ridge Wing (circle one): Wing 1 Wing 2 Wing 3			
Location of Incident (check one only): <input type="checkbox"/> Classroom <input type="checkbox"/> Bathroom <input type="checkbox"/> Hallway <input type="checkbox"/> Library <input type="checkbox"/> Playground <input type="checkbox"/> Other <input type="checkbox"/> Gym		Activity (check one only): <input type="checkbox"/> Arrival/Departure <input type="checkbox"/> Choice Time <input type="checkbox"/> Mealtime <input type="checkbox"/> Small Group Time <input type="checkbox"/> Circle Time <input type="checkbox"/> Outdoor Play <input type="checkbox"/> Bathroom Time <input type="checkbox"/> Indoor Large Motor <input type="checkbox"/> Transition <input type="checkbox"/> Other	
Missing Basic Need	Major Behavior (check one only)	Missing Executive Skill (check one only)	Action Taken (check one) (see list on back)
	<input type="checkbox"/> Physical Aggression <input type="checkbox"/> Bullying <input type="checkbox"/> Significant Property Damage	<input type="checkbox"/> Impulse Control/Emotional Regulation <input type="checkbox"/> Flexibility <input type="checkbox"/> Task Initiation <input type="checkbox"/> Attention	<input type="checkbox"/> Individualized Instruction (see list on back for more examples/ideas) - Re-teach routines/expectations - Teach calming strategies - Teach Problem-Solving - Connecting rituals <input type="checkbox"/> Alternative placement/Environmental change-arrangement <input type="checkbox"/> Time in office <input type="checkbox"/> Other
	<input type="checkbox"/> Sustained Defiance/Non-Compliance <input type="checkbox"/> Sustained Disrespect <input type="checkbox"/> Sustained Inappropriate Language		
	<input type="checkbox"/> Sustained Disruption <input type="checkbox"/> Leaving area without permission <input type="checkbox"/> Other Behavior _____		

Comments:



Transformational Change Framework: Implementation Strategies for Success

Suggested teacher actions to minimize challenging behaviors

These can be used to help avoid challenging behaviors or as individualized instruction after a challenging behavior has occurred.

- You are welcome to use this as a “check off” form to reflect on strategies you are using and what you could possibly try next, but that is **not required** for every BIR.
- While we are moving toward using Conscious Discipline strategies as an Early Learning program, that does not mean you cannot use other strategies that you have found successful in the past (positive reinforcement strategies like stickers, stamps, class celebrations, etc.)
- Remember to use the Conscious Discipline strategy selector tool that is part of our DECA program. These are wonderful suggestions to help address a wide variety of challenging situations.

Impulse Control/Self-Regulation

- Classroom rules posted with pictures of each rule
 - Classroom rules taught and referenced throughout the year. Reteach as necessary.
- Teach routines
- Teach calming strategies (breathing, Feeling Buddies, etc.)
- Teach problem solving techniques/scripts
- Regulate the environment (students cannot be in a higher brain state than we are)
- Start and stop games
- Connecting rituals
- Use meaningful additional jobs

Flexibility

- Visual Schedule available and used with class at all transitions
- Prepare child for transitions
- Personal visual schedule
- Give warnings
- Give choices
- Break tasks into smaller parts
- Use social stories or self-regulation books that focus on behavior you want the child/ren to learn. Shubert books are good examples of this
- Does this child need to transition before or after the rest of the class?

Task Initiation

- Help child choose from appropriate options
- Signal the beginning of an activity
- Offer support if child needs help getting started
- Use positive feedback for expected behaviors
- Use phrases like “you did it” or “you’ve got this”

Attention

- Noticing language (not judging)
- Use signals (verbal, visual, touch) to gain child’s attention
- Use visual timers
- Make tasks fun and interesting
- Change seating arrangement (right next to teacher, at the front of the group, in the back where the child can move around, etc.)

General Behavioral Strategies

- Turning off our voices and using visuals or other nonverbal communication can be very effective
- Ensure classroom is free from large areas where children can run
- Have at least 4 clearly defined learning centers with labeled materials and shelves
- Greet every child/family individually when they arrive or when school begins
- Model the behavior you want children to display (Ex. Voices quiet, etc.)
 - Walk over to children to give them directions rather than talking loudly across the room.
- Teachers are engaged with students during ALL classroom activities and routines
 - Teachers and assistants are seen on the floor talking with kids during center time, teachers are singing during transitions, etc.
 - Talk to students about activities and interests during routines and activities
- Consider adjustments to schedule. Balance quiet and active activities.
- Reduce transitions and wait time.
 - Use fun activities during transitions (marching, tip toeing, rhymes, SMART activities, etc.)
- Remember to use the tools that you have for teaching social emotional skills
 - Zones of Regulation
 - We Thinkers
 - Second Steps
 - Social emotional story books and lesson plans
 - If you need additional instruction in how to use any of these tools, please ask for help.



Implementation Plan for Prairie Ridge Early Learning School

Year 1:

- Administrator(s) attend week long Conscious Discipline Summer Institute (CD1)
- Conscious Discipline Master or Certified Instructor provides one-day overview for all staff
- Management team completes book study of *Conscious Discipline: Building Resilient Classrooms* by Dr. Becky Bailey

Year 2:

- Additional staff attend CD1 - transformational leaders
- All staff participate in year-long book study
- Conscious Discipline Master or Certified Instructor provides additional on-site training for all staff

Year 3:

- Additional staff attend CD1 - transformational leaders
- Implement a monthly Conscious Discipline training for all new program staff
- Conscious Discipline Master or Certified Instructor provides additional on-site training for all staff
- Conscious Discipline Master or Certified Instructor provides on-site coaching in classrooms
- Full implementation of Feeling Buddies Curriculum
- Implement first six weeks plan for social emotional learning
- Begin using the Conscious Discipline Implementation Rubrics—focus on Composure and Safety

Year 4 (on-going):

- Additional staff attend CD1 - transformational leaders
- Conscious Discipline Master or Certified Instructor provides additional on-site training and coaching
- Continue to train all new staff
- Continue using the Conscious Discipline Implementation Rubrics—focus on Encouragement, Choices, and Empathy
- Work with Community Sites

Things to Think About...

- Find a leadership partner to learn with and support the implementation.
- Utilize professional development support from Conscious Discipline.
- Budget, Budget, Budget! How will you secure funding for PD and materials?
- Find every funding opportunity you can...grants, Title I & Title IV.
- Send staff to the Conscious Discipline Institute...it's transformational!
- Rely on shared leadership with your early implementers. (CDAT Team)
- Learn, practice, and be vulnerable with your staff!
- Ask staff for frequent feedback regarding how things are going and what they need.

My Plan for the First Six Weeks

WEEK	MATERIALS
Week 1:	

My Plan for the First Six Weeks

WEEK	MATERIALS
Week 4:	