EC-SWIS Behavior Incident Report Process and Definitions

Instructions

- <u>Always</u> complete when a child engages in the following kinds of behaviors:
  - o *Aggression to another child or adult that results in physical pain or harm to that person (includes kicking, hitting, biting, scratching)*
  - o *Running out of classroom, off the playground, or away from group without responding to the calls of the adult*
  - o *Intentionally injuring self in a manner that might cause serious harm to self (e.g., severe head banging, biting self)*

- <u>Also</u> 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 <u>not</u> be completed if the behavior has not occurred before **or** if the behavior may be <u>developmentally-expected</u> (e.g., 2- year old who tussles over a toy). These behaviors might be:
  - o *Tantrums*
  - o *Inappropriate language*
  - o *Hitting*
  - o *Breaking or destroying items*
  - o *Disruptive behavior*

Completing the Form:

1. Complete the form as soon as possible after the behavior incident so that you can remember all of the relevant details.

2. If this is the first behavior incident completed on the child, make sure you complete the demographic information about the child on the bottom of the form that will be used to enroll the child in the system.

3. You will use a child ID# (instead of child name) and a classroom ID# (instead of classroom name). These ID#s should be provided by your program. Please ask your supervisor for your classroom ID# and how to establish the child ID so that you can complete the form.

4. You will complete one form for each behavior incident that matches the criteria described above. An incident might be a single event (e.g., hit) or have a longer duration (e.g., tantrum). When young children engage in challenging behavior, they often engage in multiple behaviors (e.g., hit, kick, and verbal aggression). A behavior incident might include multiple behaviors although you will be selecting the behavior that is most intrusive to note on the form. If the behavior incident ends and the child has another one later in the activity or day; complete an incident form for each separate incident.

5. Provide a copy of the form to the program designee who enters the data for your program.

Form Definitions

Problem Behaviors

This category refers to the behavior(s) exhibited by the child. When collecting multiple problem behaviors on the incident form, the most intense behavior should be indicated as the primary behavior (e.g., the behavior that led the teacher to complete the form).

Behavior	Definition	Example
Breaking/destroying items or objects (Destroy items)	Deliberately impairing or destroying items, property damage	*Tearing paper, breaking items, writing on items*
Disruption/Tantrums (Disruption)	Causing an interruption in class or activity	*Throwing items, loud vocalizations, crying, screaming, cussing*
Hurting self (Hurting Self)	Physically abusing self, self-injury	*Self-scratching, head banging, self-biting, skin picking*
Inappropriate language (Inapp Lan)	Using words or phrases that are offensive or rude; not always directed at a person	*Profanity, insults*
Inconsolable crying (Crying)	Crying for an extended period of time. All typical comfort strategies are unsuccessful	*Crying, isolating self, refusing typical comfort strategies implemented by adults*
Physical Aggression (PAgg)	Making physical contact with an adult or peer where injury may occur	*Striking, pulling hair, biting, scratching, pulling clothes, kicking, spitting*
Non-compliance (Non-compliance)	Refusing to follow direction	*No response to specific verbal or non-verbal directions; engages in activities other than what is specified in directions.*
Other Behavior (Other)	Child engages in problem behavior not listed.	
Repetitive behaviors (Rpttve behave)	Engaging in repetitive actions, stereotypical behavior, verbal or physical	*Spinning objects, body rocking, flapping hands, mouthing objects repetitively*
Running away (Running away)	Leaving the classroom, playground, or group without permission or supervision	*Leaving the classroom, playground, or group without permission or supervision*
Social withdrawal/Isolation (Isolation)	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.	*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"*

Trouble falling asleep (Trble sleep)	Showing signs of fatigue, yawning, rubbing eyes, irritable but not able to close eyes and rest	*Will not lay on mat, restlessness, tossing, fidgeting*
Unsafe Behaviors (Unsafe behave)	Engaging in dangerous acts with materials	*Standing on furniture, inappropriate use of classroom materials*
Verbal aggression (Vrbl Agg)	Threatening, offensive, or intimidating words directed towards an adult or peer	*Screaming, name calling, profanity, use of threats*

Custom Fields (used in EC-SWIS Demonstration School account)

Custom Fields	EC-SWIS allows schools to use custom fields to more clearly define categories within their data. **Examples are listed below.**
Custom Fields Explanation	Categories : Any additional information to be collected Labels: A drop-down list of items to be available
Custom Fields Demo	Category: Classroom ID Labels: Wigglers, Rainbow, Friends, Movers
Custom Fields Demo	Category: Family Contact Method Labels: Phone Conversation, Text/Instant Message, Email, Letter Mailed, Voice Message, Note Home Via Child, In Person

Activity

This category refers to where/when the specific behavior incident took place.

Activity	Definition
Arrival (Arrival)	Child arrives at school for the day
Centers/Indoor Play (Indoor play)	Semi-structured play time; includes art, music/movement, dramatic play, writing, blocks, books, sensory, and science inside the classroom. For infants and toddlers, use this category for general play
Circle/Large group activity (Lrg grp actvty)	Structured large group, teacher-directed activity; Circle time activities
Clean-up (Clean-up)	Children are cleaning up an specific area before they move to next activity
Departure (Departure)	Child leaves school for the day
Diapering (Diapering)	Transition to changing table, undressing, dressing, new diaper
Field trip (Field trip)	Class or group of children away from school or center for activity
Individual activity (Indvdl actvty)	Child engaged in one on one activity with adult
Meals (Meals)	Includes breakfast, snacks, and lunch
Outdoor play (Outdoor play)	Free play with and without equipment
Self-care/Bathroom (Bathroom)	May include dressing, undressing, toileting, washing hands, etc.

Small group activity (Sm grp actvty)	Structured, planned, teacher-directed activities <6 children
Special activity (Special actvty)	May include parties, assemblies, and special events held on program property
Therapy (Therapy)	When receiving intervention services from a speech therapist, occupational therapist, physical therapist, or therapy assistant
Transition (Transition)	Time in between activities or movement to a different classroom or school environment
Transportation (Transportation)	Child is being transported on van or bus
Quiet time/nap (Quiet time)	Includes nap time, quiet reading time, etc.

Perceived Motivation (Function of Behavior)

This category refers to why the behavior is happening for the child (i.e., what they may be getting or avoiding by engaging in the behavior). Only check one motivation for each behavior incident.

Perceived Motivation	Definition
Avoid Adult (Avoid adlt)	Child engages in problem behavior(s) to get away from adult(s).
Avoid Peer(s) (Avoid p)	Child engages in problem behavior(s) to get away from/escape peer(s).
Avoid sensory (Avoid snsry)	Child engages in problem behavior(s) to get away from/escape sensory input.
Avoid Tasks/Activities (Avoid task)	Child engages in problem behaviors(s) to get away/escape from tasks and/or activities.
Don't know (DK)	Child engages in problem behavior(s) for unclear reasons.
Gain Adult Attention/ Comfort (Ob a attn)	Child engages in problem behavior(s) to gain attention of adult(s).
Gain Peer Attention (Ob p attn)	Child engages in problem behavior(s) to gain attention of peer(s).
Obtain Desired Activity (Ob actvty)	Child engages in problem behavior(s) to gain desired activities.
Obtain Desired Item (Ob itm)	Child engages in problem behavior(s) to gain desired items.
Obtain Sensory (Ob snsry)	Child engages in problem behavior(s) to gain sensory input.
Other (Other)	Possible motivation for referral is not listed above. Staff using this area will specify the possible motivation for this Child's problem behavior.

Others Involved

This category refers to individuals who are directly affected by the incident. It does not include individuals who

were merely present during the incident. Check the person who was initially affected by the behavior.

Others Involved	Definition
Assistant Teacher (Asst Teacher)	Child engages in problem behavior incident with assistant teacher.
Classroom Volunteer (Vounteer)	Child engages in problem behavior incident with classroom volunteer.
Family Member (Family Member)	Child engages in problem behavior incident with family member.
Kitchen Staff (Kitchen staff)	Child engages in problem behavior incident with kitchen staff.
None (None)	Child engages in problem behavior incident alone.
Other (Other)	Child engages in problem behavior with person not listed above.
Peers (Peers)	Child engages in problem behavior incident with peer(s).
Substitute (Substitute)	Child engages in problem behavior incident with substitute.
Support/Administrative Staff (Sup/Admin staff)	Child engages in problem behavior incident with support or administrative staff.
Teacher (Teacher)	Child engages in problem behavior incident with teacher.
Therapist (Therapist)	Child engages in problem behavior incident with therapist.
Transportation Driver (Driver)	Child engages in problem behavior incident with transportation driver.

Response

This category refers to how the teacher responds after the behavior incident or the consequence that is delivered. Only check the one response that seems the most intrusive, the harshest or takes the most teacher time to deliver.

Please note that this list of responses represents what might occur in a classroom. Thus, it includes some responses that might not be recommended for use.

Response	Definition
Curriculum modification (Curric mod)	Modify lesson or activity to accommodate child's level of functioning (e.g., shorten the time child has to sit in circle time).
Loss of activity (Loss of activity)	Child loses access to activity for 1 or more days due to challenging behavior.
Move within group (Move within grp)	Child can stay with group but move to a different seat/location, (e.g., the child is moved to sit closer to teacher/assistant and further away from a specific peer).
Other (Other)	Other response strategy not listed.

Physical guidance (Guidance)	The teacher uses minimal physical contact to support a child to another location when the student is not actively resisting.
Physical hold/Restrain (Restrain)	The child is held by a staff member appropriately trained in an approved, program.
Provide physical comfort (Physical cmfrt)	The teacher will rock or hug the child.
Redirect to a different activity or toy (Redirect)	The teacher will attempt to get child interested in a different activity or toy.
Remove from activity (Remove actvty)	Termination of a specific activity (e.g., excusing the child from circle time) or guiding the child to select a new activity (e.g., choose a new center).
Remove from area (Remove area)	The child is removed from the location where an activity is taking place but can continue to work on that activity in a different part of the classroom.
Remove item (Remove item)	Removing an object, toy, or material from the child.
Re-teach/practice expected behavior (Re-teach behave)	The teachers instruct the child on expected behavior, models the expected behavior, has the child practice the expected behavior, and acknowledges the expected behavior.
Teacher contact family (Teacher cntct fam)	The teacher calls a family member to discuss behavior incident. If a teacher call was requested by an administrator, this would be noted in Administrative Follow-Up (see next section).
Time in different classroom or adult outside the classroom (Time in diff class)	The child is removed from primary classroom for an extended duration of time (i.e., more than 30 minutes) to spend part of a day or multiple days in a different classroom with a different adult supervising. The child is removed from the classroom to spend extended time with administrator, counselor, behavior therapist or other adult.
Time out (Time out)	The child is removed from group, activity, or any interaction for a specific period of time.
Time with a teacher (Time w teacher)	The child will spend some one to one time with his/her primary teacher.
Verbal reminder (Vrbl remind)	The teacher gives a signal to engage in an alternative, appropriate behavior.

Administrative Follow Up

Use this field if the Program Administrator has input, had to be notified on the consequence to be delivered after the behavior incident, or administered the follow-up. If no administrative follow up needed, use Not Applicable.

Please note: this list of administrative actions represents what might occur in programs. Thus, it includes some actions that might not be recommended for use.

Administrative Follow-Up	Definition
Arrange behavioral consultation/team (Behavioral consult)	An expert is called in to help develop an appropriate response to the child's challenging behavior with input from the program staff and family.
Conditional enrollment (Cndtnl enroll)	Family is asked to provide a person to support a child's continued enrollment in the program by providing a behavior assistant, shadowing, 1:1 assistant, or similar support.
Contact family (Cntct fmly)	Program administrator calls or directs another staff to call a family member to discuss the behavior incident.
Dismissal from program (Dismissal)	The child is permanently removed from the preschool program. **Note. This action is used in the calculation of Expulsion/Dismissal**
Family meeting (Fmly meeting)	Child's family member requested to attend a meeting to discuss a behavior incident.
Talk with child (Talk W child)	Program administrator engages in a discussion with a child about alternatives to his or her challenging behavior that ends in a plan for performing the alternative, prosocial behavior in the future.
Other (Other)	Other administrative follow-up strategy that is not listed.
Not Applicable (NA)	No administrative follow up needed for this incident.
Reduce hours in program (Reduce hours)	The amount of time a child spends in the program is reduced for a limited amount of time.
Sent home for one or more days (Sent home 1+ day)	Child is sent home and not allowed to return to school for one or more days.
Sent home for remainder of day (Sent home day)	Child is sent home for some part of the school day.
Targeted group intervention (Grp intrvntn)	The child is provided additional instruction in social emotional skills through an existing small group that is matched to the child's specific needs.
Temporary removal from classroom (Temp rmvl class)	Child is sent to some other part of the school (e.g., teacher classroom, nurse, guidance counselor) for remainder of day or multiple days in response to problem behavior.
Transfer to another program (Transfer)	The child is moved to a different program/classroom.