



# Somersworth Early Education Program (SEE)

## Program-wide Positive Behavioral Interventions & Supports Implementation Manual

2012-2013

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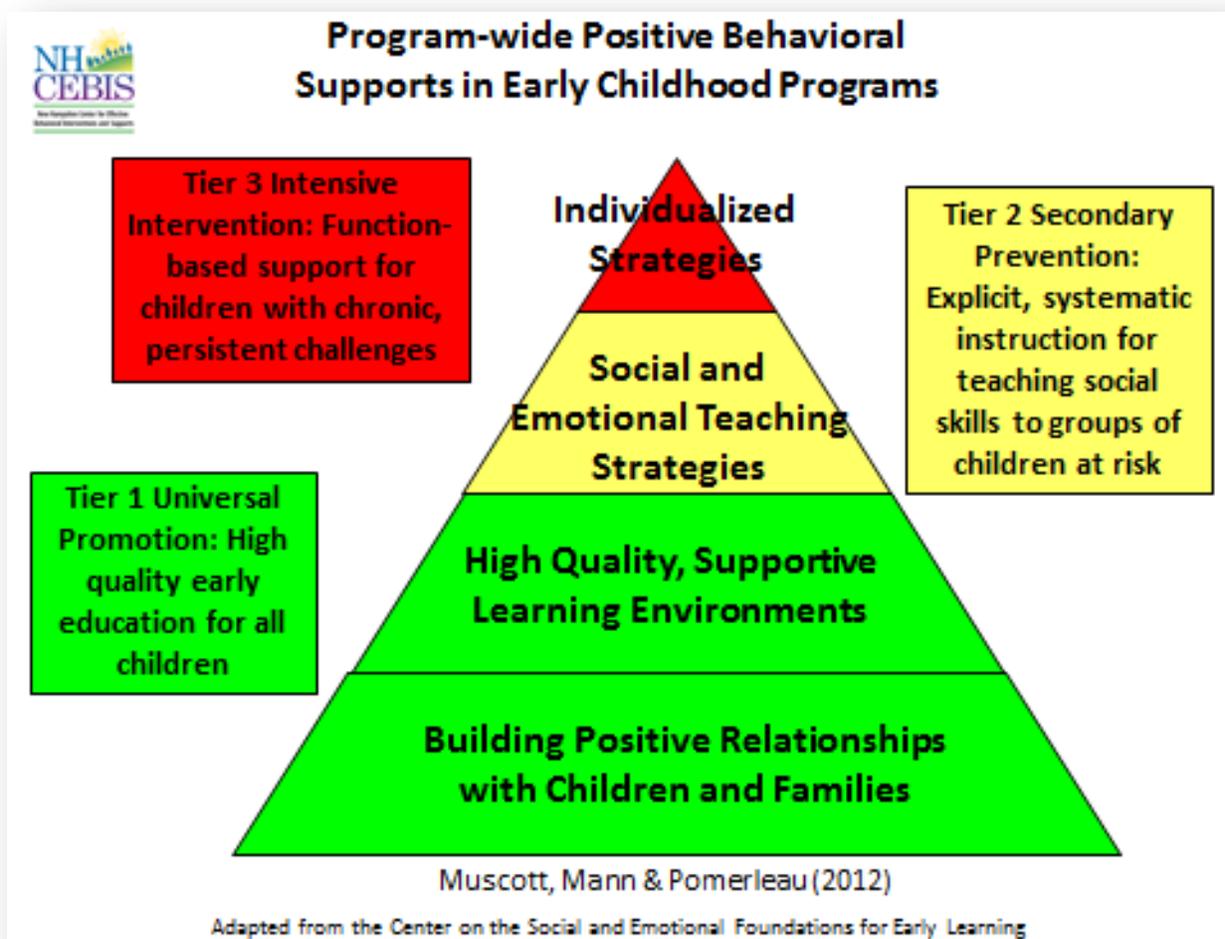
# Somersworth Early Education Program

## An Overview of Program-wide Positive Behavior Support

The development of the program-wide positive behavior support program at **Somersworth Early Education Program** began in 2007, with the support of the NH RESPONDS initiative managed by the NH Department of Education and through the consultation services provided by the New Hampshire Center for Effective Behavioral Interventions and Supports at the Southeastern Regional Education Service Center, Inc.

### Program-wide Positive Behavior Support (PW-PBS)

Program-wide Positive Behavior Support is an approach to establishing a multi-tiered system of support that addresses the social culture and behavioral supports needed for all children in an early childhood program to achieve both social and academic success. PW-PBS defines core elements that can be achieved through a variety of strategies. The core elements at each of the three tiers in this model are defined below:



# Somersworth Early Education Program

## Core Elements of Program-wide Positive Behavior Support

| Prevention Tier   | Core Elements   |
|---|---|
| <p><b>Universal Tier</b> –<br/>Primary Support for all children</p>   | <ul style="list-style-type: none"> <li>• Identify Behavioral Expectations (i.e. program rules)</li> <li>• Define Behavioral Expectations</li> <li>• Teach Behavioral Expectations</li> <li>• Establish system to acknowledge appropriate behavior</li> <li>• Establish system to address challenging behavior</li> <li>• Collect and use data for decision-making</li> <li>• Universal Screening for social-emotional concerns</li> </ul>   |
| <p><b>Targeted Tier</b> –<br/>Secondary Support for children at-risk for developing social-emotional problems</p>         | <ul style="list-style-type: none"> <li>• Provide direct social skill instruction within small groups</li> <li>• Establish intervention and system for increasing structure, predictability and positive adult interactions and feedback, called Teacher Check, Connect &amp; Expect (TCCE)</li> <li>• Progress monitoring for at risk students</li> <li>• Establish system for increasing home/school communication</li> <li>• Collect and use data for decision-making</li> </ul>  |
| <p><b>Tertiary Tier</b> –<br/>Intensive, individualized supports for children with chronic, intense behavioral issues</p> | <ul style="list-style-type: none"> <li>• Conduct Functional Behavioral Assessment (FBA)</li> <li>• Develop Individualized Behavior Support Plan (BSP) based on assessment information focusing on (a) prevention, (b) instruction on replacement skills and desired skills, (c) strategies for reducing challenging behaviors, (d) strategies for acknowledging replacement or desired behaviors, and (e) use of consistent consequences or safety procedures if needed.</li> <li>• Collect and use data for decision-making</li> </ul> |

# Somersworth Early Education Program

## Tier 1, Universal Supports

**The Tier 1, Universal PW-PBS system at SEE includes the following positive, preventative features:**

1. Identifying the consistent program-wide expectations of:
  - Be a Friend
  - Be a Helper
  - Be Safe
2. Defining the expected behaviors of students within key routines throughout the day through the establishment of a behavior matrix;
3. Directly teaching the expected behaviors within each routine, while providing students an opportunity to practice new skills;
4. Routinely providing systematic encouragement and acknowledgment to students for the use of positive behaviors and pro-social skills using a group acknowledgement system.

**The program also includes the following system for responding to challenging behaviors, or corrective features:**

1. Defining challenging behaviors;
2. Describing the process and strategies for responding to challenging behaviors; and
3. Using data to inform decision making.

The purpose of the implementation guide is to help the staff at Somersworth Early Education Program systematically implement the critical features of the Tier I, Universal System of positive behavior support. This is accomplished by providing examples of the documents developed for our program in one place for easy reference. The guide is a living document and, as such, is expected to be updated periodically as new materials and information gets refined or expanded by the SEE team.

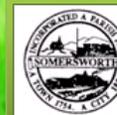
**Somersworth Early Education Program  
Preschool Leadership Team Mission**

**SOMERSWORTH EARLY EDUCATION  
MISSION STATEMENT**

**Our vision is to support individual students' behavior, academic and communication development, in a partnership with their families, in an effective, timely and proactive manner.**



Establishing Response to Intervention systems of support for Behavior and Literacy Success in Preschool



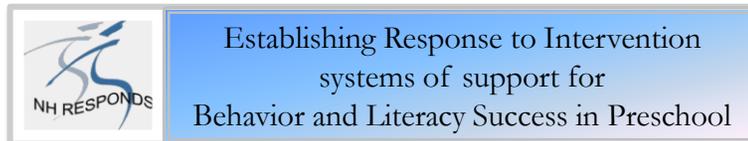
**SAU56**  
*Together We Grow*

# Somersworth Early Education Program

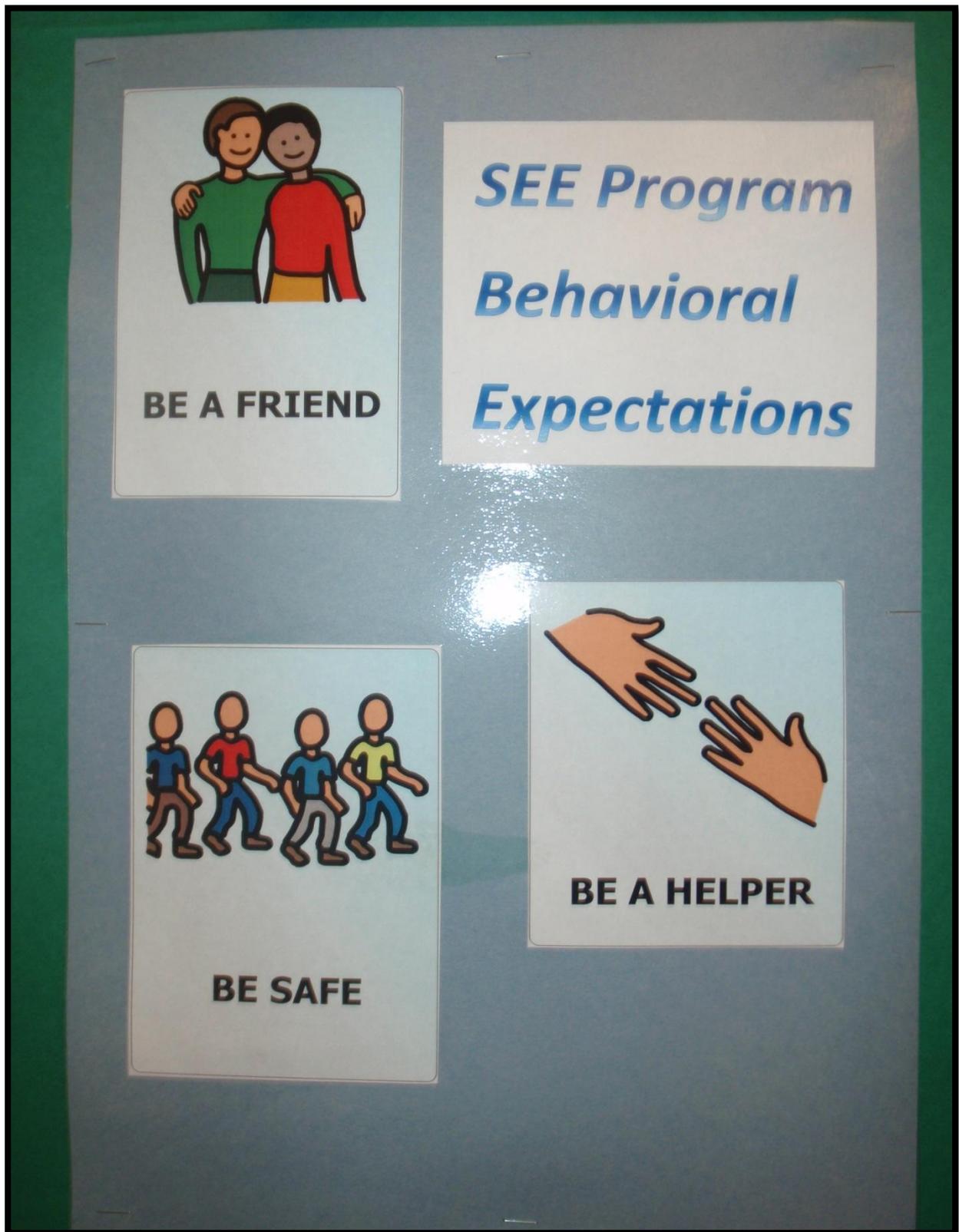
## Preschool Leadership Team Meeting Expectations/Ground Rules

### SOMERSWORTH EARLY EDUCATION Meeting Expectations/Ground Rules

- @ Prepare and distribute agenda ahead of time (2 days)
- @ Start on time
- @ Stay on task
- @ Express concerns professionally and with a problem-solving approach
- @ Uphold confidentiality
- @ Be positive -Work together
- @ End on time
- @ Be productive, and complete tasks on time



**Somersworth Early Education Program  
Classroom Behavior Expectations**



# Somersworth Early Education Program Behavior Matrix by Routine



## SOMERSWORTH EARLY EDUCATION BEHAVIOR MATRIX

|                                    | BE A FRIEND   | BE A HELPER  | BE SAFE  |
|------------------------------------|---|--|--|
| <b>ARRIVAL</b>                     | <ul style="list-style-type: none"> <li>* Greet Friends/Say 'hello' with a smile</li> <li>* Respond to greeting</li> </ul>                                   | <ul style="list-style-type: none"> <li>* Carry backpack</li> <li>* Put your things on your hook</li> <li>* Find your nametag</li> </ul>                | <ul style="list-style-type: none"> <li>* Walking feet</li> <li>* Look where you are going</li> <li>* Stay with your teacher</li> <li>* Inside voices</li> </ul>  |
| <b>CIRCLE/LARGE GROUP ACTIVITY</b> | <ul style="list-style-type: none"> <li>* Listen to the speaker</li> <li>* Wait your turn</li> <li>* Sit quietly, Sit better</li> </ul>                      | <ul style="list-style-type: none"> <li>* Stay in your seat</li> <li>* Follow directions</li> </ul>   | <ul style="list-style-type: none"> <li>* Sit better</li> <li>* Hands to yourself</li> </ul>  |
| <b>CENTERS/WORKSHOPS</b>           | <ul style="list-style-type: none"> <li>* Wait your turn</li> <li>* Share toys</li> <li>* Ask for help</li> <li>* Offer help</li> </ul>                      | <ul style="list-style-type: none"> <li>* Listen to directions</li> <li>* Put toys away/Clean up</li> <li>* Put books on the shelf when done</li> </ul> | <ul style="list-style-type: none"> <li>* Use scissors/toys carefully</li> <li>* Gentle hands</li> </ul>  |
| <b>MEALS</b>                       | <ul style="list-style-type: none"> <li>* Listen to speaker</li> <li>* Quiet /inside voices</li> <li>* Talk nicely/Say 'please' &amp; 'thank you'</li> </ul> | <ul style="list-style-type: none"> <li>* Put cup and trash away</li> <li>* Keep food on table</li> <li>* Stay in own space</li> </ul>                  | <ul style="list-style-type: none"> <li>* Stay in your seat/ Sit better</li> <li>* Take small bites/Eat slowly</li> <li>* Chew/swallow food before talking</li> </ul>                                     |
| <b>OUTDOOR PLAY</b>                | <ul style="list-style-type: none"> <li>* Include everyone</li> <li>* Wait for your turn on equipment</li> </ul>   | <ul style="list-style-type: none"> <li>* Listen to adult directions</li> </ul>   | <ul style="list-style-type: none"> <li>* Use equipment the right way</li> <li>* Climb Up/Go down side, feet first, on your bottom</li> <li>* Hands off gate</li> <li>* Stay in play area</li> </ul>      |
| <b>SELF-CARE/ BATHROOM</b>         | <ul style="list-style-type: none"> <li>* Give friends privacy</li> </ul>  | <ul style="list-style-type: none"> <li>* Keep it clean</li> </ul>  | <ul style="list-style-type: none"> <li>* Use sink and toilet properly</li> <li>* Go, flush, wash</li> </ul>  |
| <b>TRANSITION</b>                  | <ul style="list-style-type: none"> <li>* Help friends clean up</li> </ul>   | <ul style="list-style-type: none"> <li>* Walk to next place</li> <li>* Stay where you're supposed to be</li> </ul>                                     | <ul style="list-style-type: none"> <li>* Line up safely</li> <li>* Give 'bubble space'</li> <li>* Walking feet, eyes in front</li> <li>* Stay with the group/class</li> <li>* Follow the line</li> </ul> |
| <b>DEPARTURE</b>                   | <ul style="list-style-type: none"> <li>* Sing good-bye song</li> <li>* Say goodbye with a smile</li> </ul>  | <ul style="list-style-type: none"> <li>* Help others if needed</li> </ul>  | <ul style="list-style-type: none"> <li>* Stand by yellow line</li> <li>* Hands to yourself</li> <li>* Give 'bubble space'</li> <li>* Walking feet</li> <li>* Inside voices</li> </ul>                    |
| <b>CLEAN-UP</b>                    | <ul style="list-style-type: none"> <li>* Everyone help/Offer to help</li> </ul>   | <ul style="list-style-type: none"> <li>* Clean up books &amp; toys</li> </ul>  | <ul style="list-style-type: none"> <li>* Place toys on shelves gently</li> </ul>   |
| <b>THERAPY</b>                     | <ul style="list-style-type: none"> <li>* Share materials (Share &amp; Care)</li> </ul>  | <ul style="list-style-type: none"> <li>* Listen to/Follow directions</li> <li>* Try your best</li> </ul>   | <ul style="list-style-type: none"> <li>* Sit better</li> <li>* Use materials the right way</li> <li>* Follow directions</li> </ul>   |
| <b>INDIVIDUAL ACTIVITY</b>         | <ul style="list-style-type: none"> <li>* Use kind words</li> </ul>  | <ul style="list-style-type: none"> <li>* Take turns</li> <li>* Use a timer</li> </ul>  | <ul style="list-style-type: none"> <li>* Sit better</li> <li>* Use materials the right way</li> <li>* Follow directions</li> </ul>   |
| <b>FREE PLAY</b>                   | <ul style="list-style-type: none"> <li>* Share toys (Share &amp; Care)</li> <li>* Include everyone</li> </ul>   | <ul style="list-style-type: none"> <li>* Take Turns</li> <li>* Ask for help</li> </ul>   | <ul style="list-style-type: none"> <li>* Use toys the right way</li> <li>* Gentle hands</li> </ul>   |
| <b>BUS</b>                         | <ul style="list-style-type: none"> <li>* Listening to music</li> <li>* Use kind words</li> <li>* Hands to yourself</li> </ul>                               | <ul style="list-style-type: none"> <li>* Take care of your things</li> <li>* Carry your things off the bus</li> </ul>                                  | <ul style="list-style-type: none"> <li>* Sit on your bottom</li> <li>* Face forward, eyes in front</li> <li>* Inside voices</li> <li>* One step at a time</li> </ul>                                     |

UPDATED 9-28-22





# Somersworth Early Education Program

## PW-PBS Teaching Plan

### Be Safe



## PW-PBIS Teaching Strategy/Cool Tool

### SEE Preschool Program

**Program-wide Expectation: Be Safe**

**Skill to be addressed: Walking Feet**

**Introduce the Rule: State why it is important (rationale):**

- |           |   |
|-----------|---|
| <b>1.</b> | We are going to work on using walking feet in the classroom because it keeps us all safe. |
| <b>2.</b> |   |

**Teach the Rule: Demonstrate with examples and non-examples, include Role-Plays for children and Practice with children (e.g. use books, flannel boards, puppets, songs, pictures/visuals, finger-plays, social stories, etc.):**

- |           |   |
|-----------|---|
| <b>1.</b> | Teacher will demonstrate walking hand example, running hand example (while sitting in circle) by motioning hands up and down on the floor. The children demonstrate running hand example and walking hand example (while sitting in circle) in same manner. |
| <b>2.</b> | Teach children song sung to London bridge: "We will use our walking, walking feet, walking feet, we will use our walking feet – that's our rule at school."   |
| <b>3.</b> | Show children jar – explain they will earn pom-poms for using walking feet – use 'walk' picture on jar; announce there will be a class celebration of : special book flick and popcorn snack when the jar is filled.  |
| <b>4.</b> | Class stands and sings song together while practicing walking around classroom w/ teacher leading.  |

**Provide Acknowledgement/Recognition/Feedback:**

- |           |   |
|-----------|---|
| <b>1.</b> | A staff member will acknowledge each child with verbal praise and pom-pom while practicing walking feet in the classroom; children can place their pom-poms in jar. |
| <b>2.</b> | Target 'walking feet' during unstructured times for pom-pom delivery.   |

- ✓ Plan to monitor and evaluate success of the teaching tool
- ✓ Look at data
- ✓ Refer to the expectation and teaching tool as a reminder when correcting future problem behavior



# Somersworth Early Education Program

## PW-PBS Teaching Plan

### Be a Friend



## PW-PBIS Teaching Strategy/Cool Tool

**Program-wide Expectation: Be a friend**

**Skill to be Addressed: Introduce school/classroom rule.**

**Introduce the Rule: State why it is important (rationale):**

- 1.** It is important to be a friend so everyone can be happy and have fun at school with each other.
- 2.**

**Teach the Rule: Demonstrate with examples and non-examples, include Role-Plays for children and Practice with children (e.g. use books, flannel boards, puppets, songs, pictures/visuals, finger-plays, social stories, etc.):**

- 1.** Demonstrate what it looks like to be a friend by saying hello.  
Have children practice greeting teachers and each other (say "hello", wave, smile, shake hands, high five etc.)
- 2.** Demonstrate what sharing looks like by sharing toys and including everyone.  
Discuss non-examples of sharing ("If a friend asks you to play and you say 'NO!', is that being a friend?")  
Demonstrate keeping hands to oneself by letting friends have their own space.
- 3.** Have children practice how to keep hands to themselves (fold hands together, hold arms behind back, cross arms over chest, hands on lap, etc.)
- 4.**

**Provide Acknowledgement/Recognition/Feedback:**

- 1.** Provide pom-poms and verbal praise as children are practicing examples listed above.  
Provide frequent verbal acknowledgement with pom-pom for one week.
- 2.** Fade use of pom-pom during second week (provide intermittently); continue verbal acknowledgement.  
When jar is filled, host class celebration.

- ✓ Plan to monitor and evaluate success of the teaching tool
- ✓ Look at data
- ✓ Refer to the expectation and teaching tool as a reminder when correcting future problem behavior



# Somersworth Early Education Program

## PW-PBS Teaching Plan

### Be a Helper



## PW-PBIS Teaching Strategy/Cool Tool

**Program-wide Expectation: Be a Helper**

**Skill to be Addressed: Introduce school/classroom rule.**

**Introduce the Rule: State why it is important (rationale):**

- |           |   |
|-----------|---|
| <b>1.</b> | There are many ways you can be a helper at school. One important way to be a helper is to be a good listener and follow directions. |
| <b>1.</b> | It is important to be a good listener – it is helpful for the teachers and it is helpful for your friends.                          |
| <b>2.</b> |   |

**Teach the Rule: Demonstrate with examples and non-examples, include Role-Plays for children and Practice with children (e.g. use books, flannel boards, puppets, songs, pictures/visuals, finger-plays, social stories, etc.):**

- |           |   |
|-----------|---|
| <b>1.</b> | Demonstrate what it looks like to be helpful at arrival: put backpack away, get name tag and go to activity.                              |
| <b>1.</b> | Have children practice putting backpack away, getting name tag and choosing an activity.  |
| <b>2.</b> | Demonstrate what it looks like to be helpful in the classroom: cleaning up toys.  |
| <b>2.</b> | Accidentally spill some beads on the floor – ask for helpers to clean up! (Practice)  |
| <b>3.</b> | Demonstrate how to be a good helper using the verbal cue: “Stop, Look and Listen!” using a puppet.  |
| <b>3.</b> | Have children practice using the hand-sign for “Stop”, placing hands over eyes for “Look” and placing one hand around an ear for “Listen” |
| <b>4.</b> | Practice “Stop” using freeze dance song.  |

**Provide Acknowledgement/Recognition/Feedback:**

- |           |  |
|-----------|--|
| <b>1.</b> | Provide pom-pom and verbal praise during guided practice listed above.                   |
| <b>1.</b> | Continue frequently throughout the first week using incidental teaching and re-teaching. |
| <b>2.</b> | Fade pom-poms in second week; continue positive verbal/physical acknowledgements.        |
| <b>2.</b> | During third week, Fill pom-pom jar and earn classroom celebration.                      |

- ✓ Plan to monitor and evaluate success of the teaching tool
- ✓ Look at data
- ✓ Refer to the expectation and teaching tool as a reminder when correcting future problem behavior

# Somersworth Early Education Program Acknowledgement System Page 1 of 2

**Acknowledgement/Recognition Plan:** Evidence suggests that students learn to exhibit expected behaviors at higher rates if all the adults consistently provide high rates of recognition for the expected behaviors (at least 4 positive interactions to every 1 negative reprimand or corrective feedback). The Somersworth Early Education Program's Acknowledgment System targets specific behavioral improvement and should be part of a broader plan to improve overall climate by increasing positive contact with students. Program staff and team members are encouraged to strive for a ratio of four positive contacts to each negative/corrective contact *with each child*. A positive contact is defined as a verbal or nonverbal interaction with the student to provide positive feedback or to engage students in a positive manner. Negative contacts are defined as a verbal or nonverbal contact that involves correction, stern direction or reprimand.

Specific verbal praise for expected behavior is an excellent form of recognition. Programs that add a visual reminder along with verbal praise for students who exhibit the expected positive behaviors are even more likely to get behavior change from students. The purpose of a recognition plan is to strategically support the teaching process by providing meaningful recognition when appropriate behaviors are demonstrated, especially during and after the delivery of a Teaching Lesson (see previous examples of Teaching Strategies in this manual).

Therefore, at **Somersworth Early Education Program**, a group acknowledgement system consisting of specific verbal praise paired with the delivery of a *pom-pom* that is collected in the class jar has been established (see pom-pom jar example below). When criteria is met, or when a child displays the appropriate behavior, the adult may verbally recognize the child's appropriate behavior and then provide the child with a pom-pom to add to the class collection jar. For example, if a child helps a friend clean-up toys, the child would receive specific verbal praise such as, "What a kind friend you are for helping pick up the blocks! You really know how to Be a Friend!" paired with a pom-pom that is then added to the class jar.



Example of a Pom-Pom Jar

# Somersworth Early Education Program Acknowledgement System Page 2 of 2

The team may wish to discuss how these recognition activities can be encouraged. The team should consider how to inform families about the recognition plan and how they might support the plan and the expected behaviors at home.

As you prepare to connect and align the use of Pom-Poms to your teaching plan, the following points should be discussed.

- How will adults verbally and visibly recognize students when they demonstrate the desirable behaviors that have been taught?
- Which adults should be involved in recognizing the students?
- How frequently or at what rate should recognition be provided? (Note, high rates of recognition are recommended in the initial phase.)
- What criteria will you use to know when verbal and visible recognition should be faded? (For instance, "we will start fading recognition when students have demonstrated the behavior approximately 75% of the time for three weeks in a row.")
- There should also be agreements about whether visible recognition will be faded entirely at some point, leaving only verbal recognition for desirable behaviors. (Keep in mind that many adults think they are more positive in their comments to students than is actually measured through observation. Visible recognition, when paired with verbal recognition, can help adults form a more predictable habit of providing verbal praise.)

## RECOGNIZING STUDENTS AFTER THE TEACHING PLAN

**Role of Staff Following Each Teaching Plan:** The role of staff after each teaching plan is to use incidental and other teaching methods as needed and to recognize positive expected behaviors at high rates. It is important that staff continue to verbally recognize students for expected behavior after the teaching plan delivery, and encourage students to recognize themselves and each other for appropriate behavior. While the number and frequency of verbal praise and pom-poms is gradually reduced, it is important to remember to use pom-poms for recognition throughout the day. When you see a student making good choices, please acknowledge the child. Not only should we be teaching program-wide expectations, we also need to be reinforcing these clear expectations and positive, correct social behaviors.

## PROGRAM-WIDE OR CLASS-WIDE CELEBRATIONS

Once a classroom has filled a jar with pom-poms and met the intended goal that the class was working towards achieving (i.e. such as "Being Helpful"), the class can celebrate together as a community through a variety of celebratory options. Examples include: extra time on the playground, taking a special walk, bubble-blowing party, pajama day, silly hat day, special movie/popcorn, etc. Each classroom can discuss desired celebrations as a classroom community. This helps to build a sense of community within the program at **Somersworth Early Education**. Allowing the children to participate in selecting the celebration in anticipation of the jar becoming filled also increases their self-motivation for using newly taught skills.



# **Somersworth Early Education Program**

## **Responding to Challenging Behaviors using the**

### ***Behavior Incident Reporting and Check-In System (BIRCHIS)***

The establishment of a consistent procedure and process for responding to, documenting, summarizing and reviewing incidents of challenging behavior is a crucial component of any positive behavior support program.

The *Behavior Incident Reporting and Check-In System* (BIRCHIS) is a web-based, data management program which includes an incident monitoring component for documenting and summarizing data on all challenging behavior issues occurring within an early childhood education (ECE) setting, the context in which the behaviors occur, and the adult responses to those behaviors.

Since *minor* behavioral incidents are anticipated to occur regularly within early childhood settings, it is accepted that this is reflective of the developmental level of preschool children and typical to the age. It is common for minor behaviors occurring with typical frequency to be addressed by the classroom teacher without the need for documentation.

At the Somersworth Early Education Program, it is expected that preschool staff document incidents of challenging behavior (as defined in this section) and also when a child engages in repetitive or escalating problematic behaviors. In these circumstances, challenging behavior may not be major in severity, but is persistent, frequent and unresponsive to adult attempts to redirect or correct the behavior. It is important to note that this would not include developmentally-expected repetitive behavior. In cases of escalating behavior, the BIRCHIS program allows the entry of multiple behaviors (including the initial challenging behavior, the accelerating behavior and the peak behavior) to effectively identify and record the cycle of the behavioral escalation.

**Supporting documents for Somersworth Early Education Program’s system for responding to challenging behaviors include the following:**

1. Definitions of each applicable routine at SEE.
2. Definitions of challenging behaviors to be documented at SEE.
3. Definitions of agreed-upon staff responses to challenging behaviors.
4. Definitions of administrative follow-up to incidents of challenging behavior, if needed.
5. The SEE Daily Reporting Sheet to be used with all children in a classroom, unless the team determines that a particular child requires the following form instead:
6. The SEE Individual Behavior Incident Reporting Form

**The Somersworth Early Education Program’s response system for using BIRCHIS involves the following:**

1. A staff member observes and records the challenging behavior(s) on either the group Daily Reporting Sheet or on the Individual Behavior Reporting Form (individual form only to be used with specific children as determined by the team).
2. The staff member submits the report to the designated data entry person.
3. The data entry person enters the data into the BIRCHIS within 48 hours.
4. Summarized reports are generated and available for PW-PBIS team meetings, IEP meetings, progress monitoring meetings, individual planning meetings, parent/family conferences and are used to support decision making.

# Somersworth Early Education Program

## Early Childhood Routine Definitions

### Early Childhood Routine Definitions

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1. **Arrival:** The designated time or time-frame in which the children begin their day in the early childhood program.
2. **Center/Workshop:** A designated time during which children are expected to participate in and/or rotate through various structured, teacher-planned learning activities, and includes the opportunity to engage in self-directed projects/activities in classroom centers or play areas.
3. **Circle/Large group activity:** A structured, designated time in which the entire class or the majority of the class is expected to participate in a teacher-directed learning experience.
4. **Clean-up:** A time during which the children are expected to return classroom materials to their designated storage areas.
5. **Departure:** The time that the children are dismissed from or leave the early childhood program on a daily basis.
6. **Free play:** An unstructured time during which children are able to choose from activities and/or play areas that are available in the classroom.
7. **Individual activity:** An activity, either teacher-planned or self-directed, that a child engages in by him/herself or one-on-one with an adult.
8. **Meal/Snack:** A time during which the children sit and eat together (e.g., snack, lunch).
9. **Other:** This category may be used to track any other routine-based activity not represented.
10. **Outdoor play:** A designated time during which children are provided with the opportunity for structured or unstructured gross motor play outside of the building.
11. **Self-care/ Bathroom:** A time during which a child uses the lavatory for toileting or other self-care needs (e.g., hand or face-washing, nose-blowing, etc).
12. **Small group activity:** A structured, teacher-directed learning experience that is implemented with a few children (e.g., usually 3-6 children).
13. **Special activity/ Field trip:** An opportunity for the entire class to participate in a teacher-planned outing to an alternate destination, or any other activity that is teacher-planned and atypical of the daily routine (e.g., guest speaker, special event at the center, etc).
14. **Therapy:** A session during which a child may receive individual or small group skill instruction from a trained service provider.
15. **Transition:** The period of time which elapses between scheduled routine activities, which involves ending a previous activity and beginning the next routine or activity. This may or may not involve a change in location (e.g., transitioning from circle time to centers/workshops within the classroom, or transitioning from centers/workshops to outdoor play outside of the classroom).



# Somersworth Early Education Program

## Challenging Behavior Definitions

### Challenging Behavior Definitions for Program-wide Positive Behavioral Interventions and Supports in Early Childhood Education Programs

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1. **Disruption/Tantrum** – an outburst or action that prevents learning or interferes with teaching and persists despite an adult’s request to stop or attempt to provide support.
2. **Inappropriate language** – the repeated use of words or phrases that are typically unexpected for the child’s developmental age or level (e.g., swearing, profanity, sexually explicit) despite the request of an adult to stop.
3. **Non-compliance** – refusal to follow a reasonable request, direction or the established routine, which persists after multiple requests and a reasonable amount of time.
4. **Other** - This category may be used to track any other designated behavior of concern not represented.
5. **Physical aggression** – forceful physical actions directed towards adults or peers that may result in physical contact and injury (e.g., hitting, kicking, spitting, pinching, and throwing objects).
6. **Property damage** – purposeful actions directed towards items or property that may have destructive results (e.g., ripping of books, knocking over shelves, throwing chairs).
7. **Running away** – the act of leaving a designated area of supervision or boundary of play without permission and without responding to the requests of an adult to return.
8. **Self-injury** – physical actions directed towards oneself, which may result in visible injury (e.g., hitting, kicking, scratching, pinching oneself).
9. **Social withdrawal/isolation** – non-participation in class activities or withdrawal from play or social interactions with peers or adults that interferes with the child’s ability to learn and interact with others which is outside the typical range of temperament.
10. **Unsafe behaviors** – physical actions which may directly or indirectly result in physical injury to self or others that (a) persists despite an adult’s request to stop and (b) are unexpected based on the developmental age and/or level of the child (e.g., climbing/walking on furniture, intentionally running into people or things, inappropriate use of materials, running with scissors).
11. **Verbal aggression** – the use of threatening, offensive or intimidating words directed towards a peer or adult (e.g., screaming, name-calling, swearing, profanity, threats).



# Somersworth Early Education Program

## Strategies for Responding to Challenging Behavior

### Staff Responses (page 1 of 2)

#### Strategies for Responding to Challenging Behavior in Program-wide Positive Behavioral Interventions and Supports For Early Childhood Education Programs

#### Staff Responses

1. **Verbal reminder of expectation/directive** – a technique in which the teacher directly states the specific rule/expectation immediately after the child displays a challenging behavior (e.g., “It’s time for quiet voices.”) This is most effective when paired with eye contact.
2. **Curriculum modification** - a strategy used when it is likely that the challenging behavior is the result of a task that is too difficult or un-preferred, in which the teacher decreases the amount of work expected and/or provides additional supports to enable the student to complete the work successfully (e.g., changes the format or presentation, provides pictorial directions, etc.)
3. **Move within group** – a technique that is used to separate two or more peers that show an inability to engage in positive interactions with each other, or are doing so at an inappropriate time. The teacher may ask one child to move to a different seat/area while participating in the same activity/routine (e.g., a child is instructed to sit elsewhere during circle time).
4. **Remove from activity** – this strategy is used when a child displays continuous social difficulties participating in a particular classroom activity. The teacher may require that the child try a different activity. This strategy is most effective when paired with ‘offering choices’ (e.g., If a child has continuous difficulty coloring, the teacher may state, “I see you are having a hard time with coloring. I need you to do something else. Do you want to paint or glue a collage?”). This intervention is designed in such a way that the child can continue working/playing on an alternative activity. This technique is intended to decrease the likelihood that the challenging behavior will reoccur.
5. **Remove from area** – this strategy is used when a child displays continuous social difficulties playing/engaging in an area of the classroom (e.g., blocks, dramatic play). The teacher may require that the child play in an alternate area. This strategy is most effective when paired with ‘offering choices’. This intervention is designed in such a way that the child can continue working/playing in an alternate area of the classroom. This technique is intended to decrease the likelihood that the challenging behavior will reoccur.
6. **Re-teach and practice behavior** – a technique in which the teacher instructs the child on the expected behavior, models the expected behavior, has the child practice the expected behavior and then acknowledges the expected behavior (e.g., if a child is running in the classroom, the teacher could state, “Remember the rule is that we walk in the classroom. This is how I walk. Please go back and show me walking.” After the child practices walking, the teacher can acknowledge the appropriate behavior by stating, “Yes! That’s great walking!”).



# Somersworth Early Education Program

## Strategies for Responding to Challenging Behavior

### Staff Responses (page 2 of 2)

7. **Physical guidance to engage in alternative, appropriate behavior** - a technique in which a teacher uses minimal physical touch to support/escort a student to another location, when the student is not actively resisting. (e.g., the teacher puts her arm on the child's shoulder and leads child to the clean-up area or holds hands with a child to slow down his/her pace).
8. **Family contact** - a technique in which the teacher contacts a child's family to discuss an incident or behavior of concern. This technique is most effective when there is a positive relationship between the teacher and the parent/guardian and when the parent/guardian has been given positive feedback about the child in advance of the contact for challenging behavior. This technique is intended to decrease the likelihood that the challenging behavior will reoccur.
9. **Loss of item/privilege** - a technique in which the teacher removes a child's access to a reinforcing object, activity or status for a specified period of time after a challenging behavior is exhibited. This is intended to decrease the likelihood that the challenging behavior will reoccur (e.g., if a child continually throws blocks, s/he is not allowed to use blocks for a developmentally appropriate amount of time; If a child continually uses scissors dangerously at the art table, s/he is then not allowed to participate in the art project).
10. **Other** – this allows for the program to create another teacher-based intervention not represented.
11. **Unknown** – this option allows the data entry person to complete data entry even if this field is left blank on the behavior incident report.



# Somersworth Early Education Program Strategies for Responding to Challenging Behavior Administrative Follow-Up

## Strategies for Responding to Challenging Behavior in Program-wide Positive Behavioral Interventions and Supports For Early Childhood Education Programs

### Administrative Follow-up

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1. **Talk with child** - a technique in which the program administrator engages in a discussion with a child about alternatives to his or her challenging behavior that results in a plan for performing the alternative, pro-social behavior in the future. This technique is not appropriate when the challenging behavior is likely to have been motivated by accessing adult attention.
2. **Telephone contact with parent/family** - a technique in which a child's parent or guardian is called by the program administrator to discuss an incident and/or behavior of concern. This technique is most effective when there is a positive relationship between the administrator and the parent/guardian and when the parent has been given positive feedback about the child in advance of the contact for challenging behavior.
3. **Parent/Family meeting** - a strategy used to promote parent partnership in addressing and responding to a child's repetitive behavioral challenges. The child's parent/guardian attends a meeting with the administrator to discuss the challenging behavior. This technique is most effective when there is a positive relationship with the parent and when the parent has been given positive feedback about the child in advance of the contact for challenging behavior.
4. **Arrange behavioral consultation/team** - a technique in which an expert is called upon or the child is referred to a behavior support team within the program to help develop an appropriate response to the student's challenging behavior, with input from the program staff and family.
5. **Targeted group intervention** - a strategy in which the child is provided additional instruction in social emotional skills through a small group that is matched to their needs.
6. **Early dismissal** - a strategy in which the child is sent home early for the day. This technique is not appropriate when the challenging behavior is likely to have been escape-motivated.
7. **Other** - this allows for the program to create another administrator-based intervention not represented.



# Somersworth Early Education Program BIRCHIS Group Daily Reporting Sheet



## Somersworth Early Education Daily Reporting Sheet



Date: \_\_\_\_\_

**Procedure:** Record incidents of challenging behavior each day that meet the definitions in the routine box under the challenging behavior exhibited. Record the time, the child's initials and the motivation code for each incident separately (e.g., 12:15, SB-ODI)

|                      | Physical Aggress | Self-Injury | Disrupt Tantrum | Inapp. Lang. | Verbal Aggress | Non-Comp. | With-drawal | Run Away | Property Damage | Unsafe Behavior | Other |
|----------------------|------------------|-------------|-----------------|--------------|----------------|-----------|-------------|----------|-----------------|-----------------|-------|
| Arrival              |                  |             |                 |              |                |           |             |          |                 |                 |       |
| Free Play            |                  |             |                 |              |                |           |             |          |                 |                 |       |
| Transition           |                  |             |                 |              |                |           |             |          |                 |                 |       |
| Circle               |                  |             |                 |              |                |           |             |          |                 |                 |       |
| Centers              |                  |             |                 |              |                |           |             |          |                 |                 |       |
| Meals/Snack          |                  |             |                 |              |                |           |             |          |                 |                 |       |
| Outdoor Play         |                  |             |                 |              |                |           |             |          |                 |                 |       |
| Transition           |                  |             |                 |              |                |           |             |          |                 |                 |       |
| Small group Activity |                  |             |                 |              |                |           |             |          |                 |                 |       |
| Self-care/Bathroom   |                  |             |                 |              |                |           |             |          |                 |                 |       |
| Departure            |                  |             |                 |              |                |           |             |          |                 |                 |       |

### Motivation Codes

ODI=Obtain desired item; ODA=Obtain desired activity; OAA=Obtain adult attention; OPA=Obtain peer attention; OS=Obtain sensory stimulation; AT=Avoid task; AP=Avoid peers; AA=Avoid adults; AS=Avoid sensory overstimulation; UK=Unknown

# Somersworth Early Education Program BIRCHIS Individual Behavior Reporting Form



## Somersworth Early Education Individual Behavior Incident Report and Check in System (BIRCHIS)

|  |   |  |
|--|---|--|
| Child's Name/ID: _____ Program: _____ Classroom: _____   |   |  |
| Date: _____ Time of Occurrence: _____ Referring Staff: _____   |   |  |
| <b>ROUTINE (check one)</b>   |   |  |
| <input type="checkbox"/> Arrival   | <input type="checkbox"/> Free play                                | <input type="checkbox"/> Therapy                       |
| <input type="checkbox"/> Center/Workshop   | <input type="checkbox"/> Small group activity                     | <input type="checkbox"/> Transition                    |
| <input type="checkbox"/> Circle/Large group activity   | <input type="checkbox"/> Individual activity                      | <input type="checkbox"/> Special activity/Field trip   |
| <input type="checkbox"/> Clean-up  | <input type="checkbox"/> Self-care/Bathroom                       | <input type="checkbox"/> Departure                     |
| <input type="checkbox"/> Outdoor Play  | <input type="checkbox"/> Meals/Snack                              | <input type="checkbox"/> Other                         |
| <b>MOTIVATION (check up to 2; label "P" for primary motivation and "A" for alternative motivation)</b>                 |   |  |
| <input type="checkbox"/> Obtain preferred item   | <input type="checkbox"/> Obtain sensory stimulation               | <input type="checkbox"/> Avoid adult attention         |
| <input type="checkbox"/> Obtain preferred activity   | <input type="checkbox"/> Avoid/escape non-preferred task/activity | <input type="checkbox"/> Avoid sensory overstimulation |
| <input type="checkbox"/> Obtain peer attention   | <input type="checkbox"/> Avoid peer attention                     | <input type="checkbox"/> Unknown                       |
| <input type="checkbox"/> Obtain adult attention  |   |  |
| <b>CHALLENGING BEHAVIOR (check up to 3; label "C" for challenging behavior, "A" for accelerating and "P" for peak)</b> |   |  |
| <input type="checkbox"/> Disruption/Tantrum  | <input type="checkbox"/> Property damage                          | <input type="checkbox"/> Unsafe behaviors              |
| <input type="checkbox"/> Inappropriate language  | <input type="checkbox"/> Running away                             | <input type="checkbox"/> Verbal aggression             |
| <input type="checkbox"/> Non-compliance  | <input type="checkbox"/> Self-injury                              | <input type="checkbox"/> Other: _____                  |
| <input type="checkbox"/> Physical aggression   | <input type="checkbox"/> Social withdrawal/isolation              | _____  |
| <b>STAFF RESPONSE (check one or the most intrusive)</b>  |   |  |
| <input type="checkbox"/> Verbal reminder   | <input type="checkbox"/> Remove from area                         | <input type="checkbox"/> Loss of item/privilege        |
| <input type="checkbox"/> Curriculum modification   | <input type="checkbox"/> Re-teach and practice behavior           | <input type="checkbox"/> Unknown                       |
| <input type="checkbox"/> Move within group   | <input type="checkbox"/> Physical guidance                        | <input type="checkbox"/> Other: _____                  |
| <input type="checkbox"/> Remove from activity  | <input type="checkbox"/> Family contact                           | _____  |
| <b>ADMINISTRATIVE FOLLOW-UP (check one or the most intrusive)</b>  |   |  |
| <input type="checkbox"/> Talk with child   | <input type="checkbox"/> Arrange behavioral consultation/team     | <input type="checkbox"/> Other: _____                  |
| <input type="checkbox"/> Telephone contact with parent/family  | <input type="checkbox"/> Targeted group intervention              | _____  |
| <input type="checkbox"/> Parent/Family meeting   | <input type="checkbox"/> Early dismissal                          | _____  |
| <b>INVOLVED PERSONS (check all that apply)</b>   |   |  |
| <input type="checkbox"/> Teacher   | <input type="checkbox"/> Guidance/mental health staff             | <input type="checkbox"/> Unknown                       |
| <input type="checkbox"/> Assistant teacher   | <input type="checkbox"/> Para-educator                            | <input type="checkbox"/> Other: _____                  |
| <input type="checkbox"/> Administrator   | <input type="checkbox"/> Family member                            | _____  |
| <input type="checkbox"/> Related service   | <input type="checkbox"/> Peers                                    | _____  |

**Comments:**

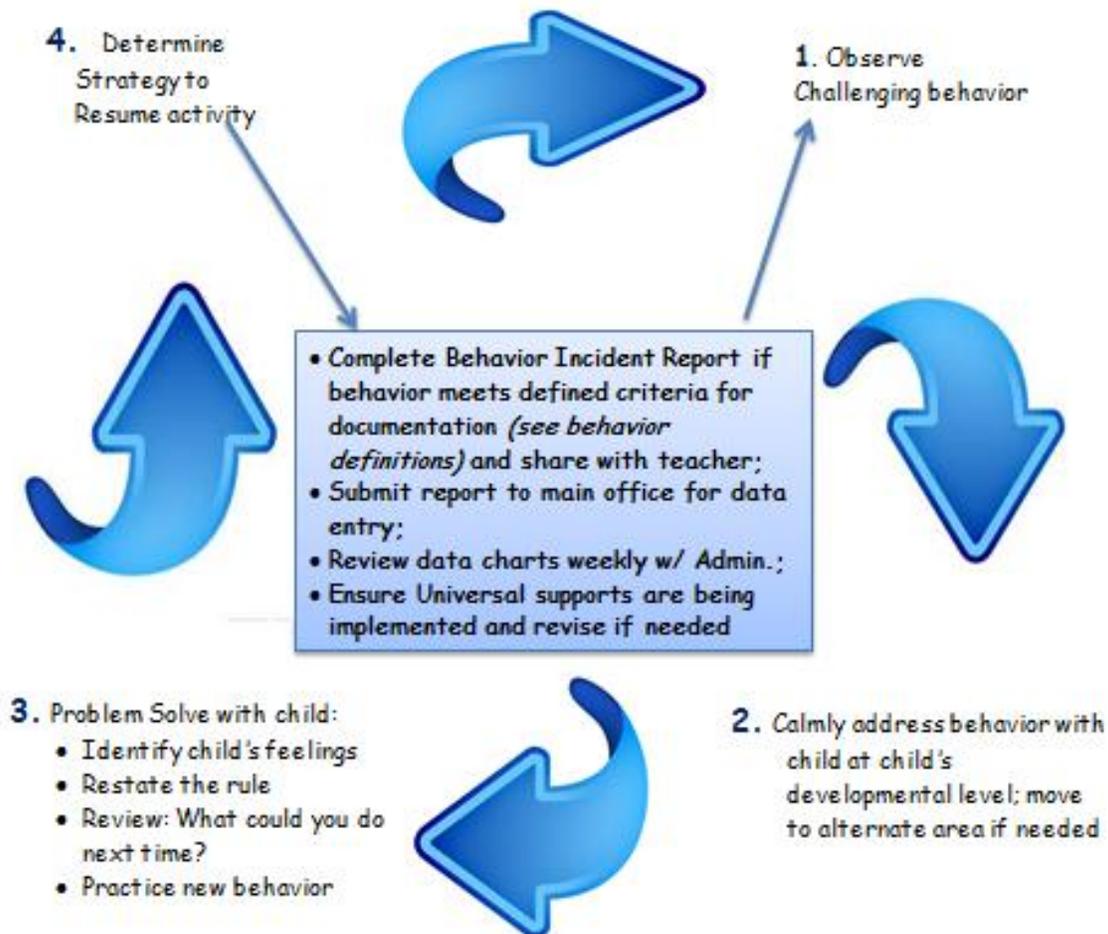
\_\_\_\_\_

\_\_\_\_\_

Revised 5/2012

# Somersworth Early Education Program General Response Flowchart

## The Somersworth Early Education Program's Response System Flowchart General Procedure for Responding to Challenging Behaviors



# Somersworth Early Education Program

## Social Emotional Screening



At **Somersworth Early Education Program**, The *BASC-2 Behavioral and Emotional Screening System (BASC-2 BESS)* is utilized as a primary screening measure to assess each child's social-emotional functioning, as well as to monitor the progress of those identified in need of social, emotional or behavioral supports. The BASC-2 BESS is designed to assess and determine behavioral and emotional strengths, weaknesses and overall functioning in children and adolescents from preschool through high school. It consists of brief screening measures that can be completed by teachers and parents. This screening tool can be used to identify behavioral and emotional problems in students.

Each form has between 25-30 items and can be completed in about 5-10 minutes or less.

The screening is research-validated and normed to represent a student's score in comparison to a large sample of children in the same age and developmental range. Children are identified as either having a *Normal, Elevated, or Extremely Elevated* risk of developing an emotional/behavioral problem using this screening system. Catching children early can lead to timely prevention and intervention services for children. With early treatment, the negative impact on behavioral, emotional, social and academic adjustment can be minimized or eliminated. Research has shown that children with behavioral or emotional problems have the greatest risk for exhibiting poor academic success.

At **Somersworth Early Education Program**, we screen all preschool and kindergarten children using this screening system, discuss results with the appropriate team members, and then use the information for team-based, data-based decision-making purposes...that is, the **SEE** team, inclusive of family involvement and representation, determines and provides appropriate social-emotional and behavioral supports and interventions for children identified in need in order to proactively address concerns as soon as possible.

Use of the BASC-2 BESS screening system and the valuable information provided for each student is described within the following subsequent documents, inclusive of the intervention strategies available for each tier of support: The **Somersworth Early Education Program** Yearly Planning Calendar, the Tiered Support Flowchart for Behavior, and the Tier 2 and Tier 3 Support Services Delivery Flowcharts.



# Somersworth Early Education Program Yearly Planning Calendar



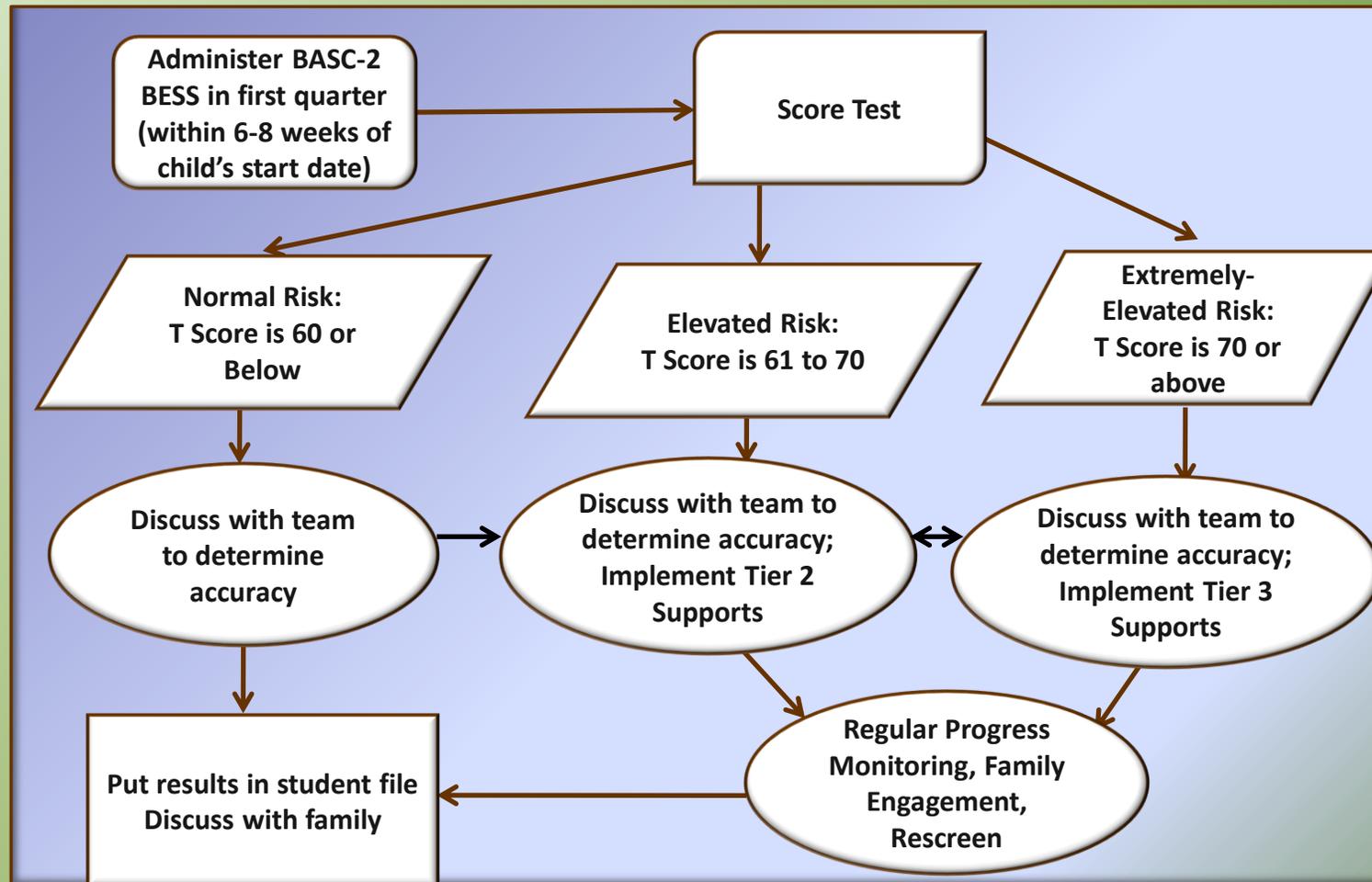
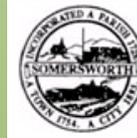
## YEARLY Planning Calendar



|                                  |  |
|----------------------------------|--|
| <b>SEPTEMBER AND<br/>OCTOBER</b> | Get to know children prior to screening (or screen 6 weeks after enrollment); begin classroom-wide data collection (BIRCHIS) after first 2 weeks of school   |
| <b>NOVEMBER</b>                  | Complete Screenings on all children (BASC-2 BESS; GRTR); Team Meeting; Summarize results and determine additional literacy or behavior supports for children; Progress reports; Parent conferences |
| <b>DECEMBER</b>                  | Implement tiered supports  |
| <b>JANUARY</b>                   | Team Meeting: case review & progress monitoring - decisions to continue or change  |
| <b>FEBRUARY</b>                  | Continue implementation, include changes if needed   |
| <b>MARCH</b>                     | Case review & Progress monitoring; Progress reports  |
| <b>APRIL</b>                     | Continue implementation, include changes if needed   |
| <b>MAY</b>                       | Continue implementation; end of year assessments   |
| <b>JUNE</b>                      | Rescreen those on supports; Summarize progress/results and use info for ESY or fall planning; Progress reports   |

# Somersworth Early Education Program Tiered Support Flowchart for Behavior

## Tiered Support Process Rtl - Behavior



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