

## Behavior Intervention Guidelines Observation

*This document contains instructions for using the BIGs Observation Form, an example of a program's BIGs and an example of a completed BIGs Observation Form.*

### Purpose of BIGs Observation Form

The BIGs Observation Form allows you to monitor the implementation of a program's BIGs during various activities during the day. You may want to choose to complete the observation at a particular time of day or during particular activities when/where inappropriate behaviors occur most frequently. This form allows you to see whether staff are implementing BIGs correctly and consistently. While there is no prescribed time frame for conducting the observation we would suggest that you devote at least 20-30 minutes to completing the form. *To complete this form you must first obtain a copy of the program's BIGs.*

### Instructions for Completing the BIGs Observation Form

#### Responses When Behavior Occurs and Response When Behavior Does NOT Occur Section

Using the program's BIGs form, transfer what they have written in the "When Behavior does NOT Occur" column and the "When Behavior DOES Occur" column for each category of behavior (Aggression, Self-Indulgent and Non-Compliant) onto the corresponding sections in the middle of the BIG Observation Form. You will need this information in order to determine whether or not staff are responding to inappropriate behaviors according to their BIGs.

#### Child (Name or Description) column

When you see an inappropriate behavior exhibited by a child, write down the child's name (if known) or a description of the child (if you do not know his/her name, i.e., blond boy in red shirt) in the Child column. You only need to record the child's name or description in this column one time no matter how many inappropriate behaviors the child may exhibit. Record each new child's name or description when he/she exhibits an inappropriate behavior.

#### Aggression, Self-Indulgent and Non-Compliant columns

Once you complete the Child column, categorize the inappropriate behavior you observed into one of the three behavior categories. If the staff member responds to the categorized behavior in the manner identified in their program's BIGs place a tally mark under the plus (+) column in the corresponding behavior category. If the staff member does not respond to the behavior as identified in their program's BIGs place a tally mark in the (O) column. Repeat this process each time a child exhibits an inappropriate behavior.

#### Reinforcement for Appropriate Behavior column

This final column is used to identify when the child listed in the Child column receives reinforcement for appropriate behavior from staff (i.e., "Thank you John for using safe hands with Steve"). Each time you hear reinforcement for an appropriate behavior place a tally mark in this column for the corresponding child.

### Optional use of Reinforcement for Appropriate Behavior column

If you would like, you can also use this column to record the number of positive reinforcements given to children who may be present at the area during your observation but do not exhibit an inappropriate behavior. To do this you can use the bottom cell of this column and make a tally mark each time you hear reinforcement for other children who are not listed in the Child column. These tally marks are not child specific. You can use this information as well the number of tally marks for the identified children to get the total number of times positive reinforcement was given. You can also get the total number of negative responses by totaling the number of inappropriate behaviors (aggression, self-indulgent and non-compliant) in which negative feedback was given. You can use this information to determine a positive to negative ratio. We are striving for a minimum 4:1 positive to negative ratio.

### Behavior Intervention Guidelines Checklist

The Checklist found at the bottom of the form is used to determine whether the BIGs that the program has developed are appropriate. Review the program's BIGs and then respond either Yes or No to the three statements.

### **Criteria**

We are looking to see that staff are appropriately implementing their BIGs at least 85% of the time and that 3 out of 3 items on the BIG Checklist are marked Yes.



## EXAMPLE of Behavior Intervention Guidelines

### For the Sunshine Childcare

Category and Definition	Examples	Response	
		When Behavior does <u>NOT</u> Occur	When Behavior <u>DOES</u> Occur
<p><b>AGGRESSION</b></p> <p>Behaviors that cause harm or damage to people or property; may be physical or verbal in nature.</p>	<ul style="list-style-type: none"> <li>• Hitting</li> <li>• Biting</li> <li>• Spitting</li> <li>• Taking objects from a peer</li> <li>• Destroying or throwing toys</li> <li>• Name calling</li> </ul>	<p>Socially reinforce (“You asked Tommy for some paint and he shared his with you. Now you can both paint.”)</p>	<ol style="list-style-type: none"> <li>1. <u>Stop</u> or <u>interrupt</u> the aggressive act.</li> <li>2. <u>Comfort</u> and <u>empower</u> the victim. (“Tell Johnny that you don’t like it when he hits you.”)</li> <li>3. Facilitate the <u>self-regulation process</u> with the aggressor if needed. (<i>If the child needs to calm down follow the steps below.</i>)</li> </ol> <p style="text-align: center;"><b>Using Visual</b></p> <ol style="list-style-type: none"> <li>4. <u>Problem solve.</u></li> </ol>
<p><b>SELF INDULGENT</b></p> <p>Behaviors characterized by giving in or indulging in one’s own whims or desires</p>	<ul style="list-style-type: none"> <li>• Whining</li> <li>• Pouting</li> <li>• Screaming</li> <li>• Swearing</li> </ul>	<p>Socially reinforce (“I liked it that you used your words to get my attention.”)</p>	<ol style="list-style-type: none"> <li>1. <u>Acknowledge</u> the child’s <u>needs</u> or <u>feelings</u>. (“I know you want my attention”)</li> <li>2. Give an <u>acceptable alternative behavior</u>. (“But screaming is not okay. If you want my attention you can use your words.”)</li> <li>3. Facilitate the <u>self-regulation process</u> if needed. (<i>If the child needs to calm down follow the steps below.</i>)</li> </ol> <p style="text-align: center;"><b>Using Visual</b></p> <ol style="list-style-type: none"> <li>4. <u>Problem solve.</u></li> </ol>
<p><b>NON-COMPLIANT</b></p> <p>Failure to follow adult directions or known rules.</p>	<ul style="list-style-type: none"> <li>• Not putting away toys when told</li> <li>• Running to avoid a task</li> <li>• Saying “No” when told to do something by an adult</li> </ul>	<p>Socially reinforce (“Thank you for putting away the toys when you were asked.”)</p>	<ol style="list-style-type: none"> <li>1. Provide the child with a <u>win-win choice</u>. (“You can put away the blocks or the cars.”)</li> <li>2. If the child doesn’t comply, give the child an <u>option for help</u>. (“You can either put the toys away by yourself or I can help you.”)</li> <li>3. If the child doesn’t comply provide the <u>assistance needed</u>. (<i>You may need to physically assist the child to put away the toys.</i>)</li> <li>4. Conclude with <u>minimal praise</u>. (“There, the toys are put away so we can go outside.”)</li> </ol>



## EXAMPLE of completed Behavior Intervention Guidelines Observation Form

Site/Program: Sunshine Childcare

Classroom: Butterfly Room

Child (Name or Description)	Aggression		Self-Indulgent		Non-Compliant		Reinforcement for Appropriate Behavior
	+	O	+	O	+	O	
Sam	11111	11	1		1	11111	1
Jose		1	11		111	1	11111111
Leisha	11		1111	1	1		111
Boy in red shirt	11				111111	1	1
							1111111111111111

Key: + = behavior responded to appropriately    O = behavior not responded to appropriately

Aggression	Self-Indulgent	Non-Compliant
<p><b>Response When Behavior Occurs:</b> <i><b>Socially reinforce:</b></i> ("You asked Tommy for some paint and he shared his with you. Now you can both paint.")</p> <p><b>Response When Behavior Does NOT Occur:</b></p> <ol style="list-style-type: none"> <li>1. <b>Stop</b> or <b>interrupt</b> the aggressive act.</li> <li>2. <b>Comfort</b> and <b>empower</b> the victim. ("Tell Johnny that you don't like it when he hits you.")</li> <li>3. Facilitate the <b>self-regulation process</b> with the aggressor if needed. (If the child needs to calm down follow the steps below.)</li> </ol> <p><b>Using Visual</b></p> <ol style="list-style-type: none"> <li>4. <b>Problem solve.</b></li> </ol>	<p><i>Response When Behavior Occurs:</i> <b>Socially reinforce</b> ("I liked it that you used your words to get my attention.")</p> <p><b>Response When Behavior Does NOT Occur:</b></p> <ol style="list-style-type: none"> <li>1. <b>Acknowledge</b> the child's <b>needs</b> or <b>feelings</b>. ("I know you want my attention")</li> <li>2. Give an <b>acceptable alternative behavior</b>. ("But screaming is not okay. If you want my attention you can use your words.")</li> <li>3. Facilitate the <b>self-regulation process</b> if needed. (If the child needs to calm down follow the steps below.)</li> </ol> <p><b>Using Visual</b></p> <ol style="list-style-type: none"> <li>4. <b>Problem solve.</b></li> </ol>	<p><b>Response When Behavior Occurs:</b> <i><b>Socially reinforce</b></i> ("Thank you for putting away the toys when you were asked.")</p> <p><b>Response When Behavior Does NOT Occur:</b></p> <ol style="list-style-type: none"> <li>1. Provide the child with a <b>win-win choice</b>. ("You can put away the blocks or the cars.")</li> <li>2. If the child doesn't comply, give the child an <b>option for help</b>. ("You can either put the toys away by yourself or I can help you.")</li> <li>3. If the child doesn't comply provide the <b>assistance needed</b>. (You may need to physically assist the child to put away the toys.)</li> <li>4. Conclude with <b>minimal praise</b>. ("There, the toys are put away so we can go outside.")</li> </ol>

### Behavior Intervention Guidelines Checklist

1. Responses for the three categories of behavior are non-aversive (i.e., they don't inflict physical or psychological pain or humiliation).	<b>YES</b> or NO
2. BIG responses are appropriate for the categories (for example, time out is not used as the default response for all behaviors).	<b>YES</b> or NO
3. BIG responses consider acknowledging the child's feelings, and use a self-regulation and problem solving process.	<b>YES</b> or NO

