Addressing Challenging Behavior through Data: Behavior Incident Report System

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Agenda

- Introduction to the Behavior Incident Report System
- BIRS Excel Spreadsheet
- Questions

Our goal is that all young children and their families can access high quality programs

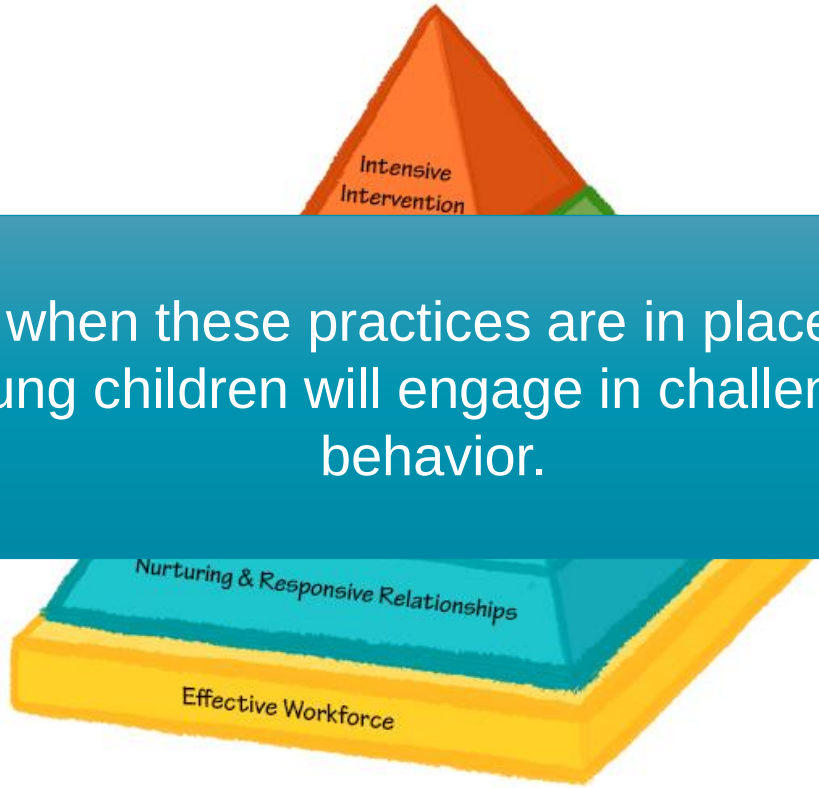
Professionals work in partnership with families

Children have positive social, emotional, and behavioral outcomes

No incidents of suspension and expulsion

Prevention and Promotion

Focus on promotion of social and emotional skills and prevention of challenging behavior.



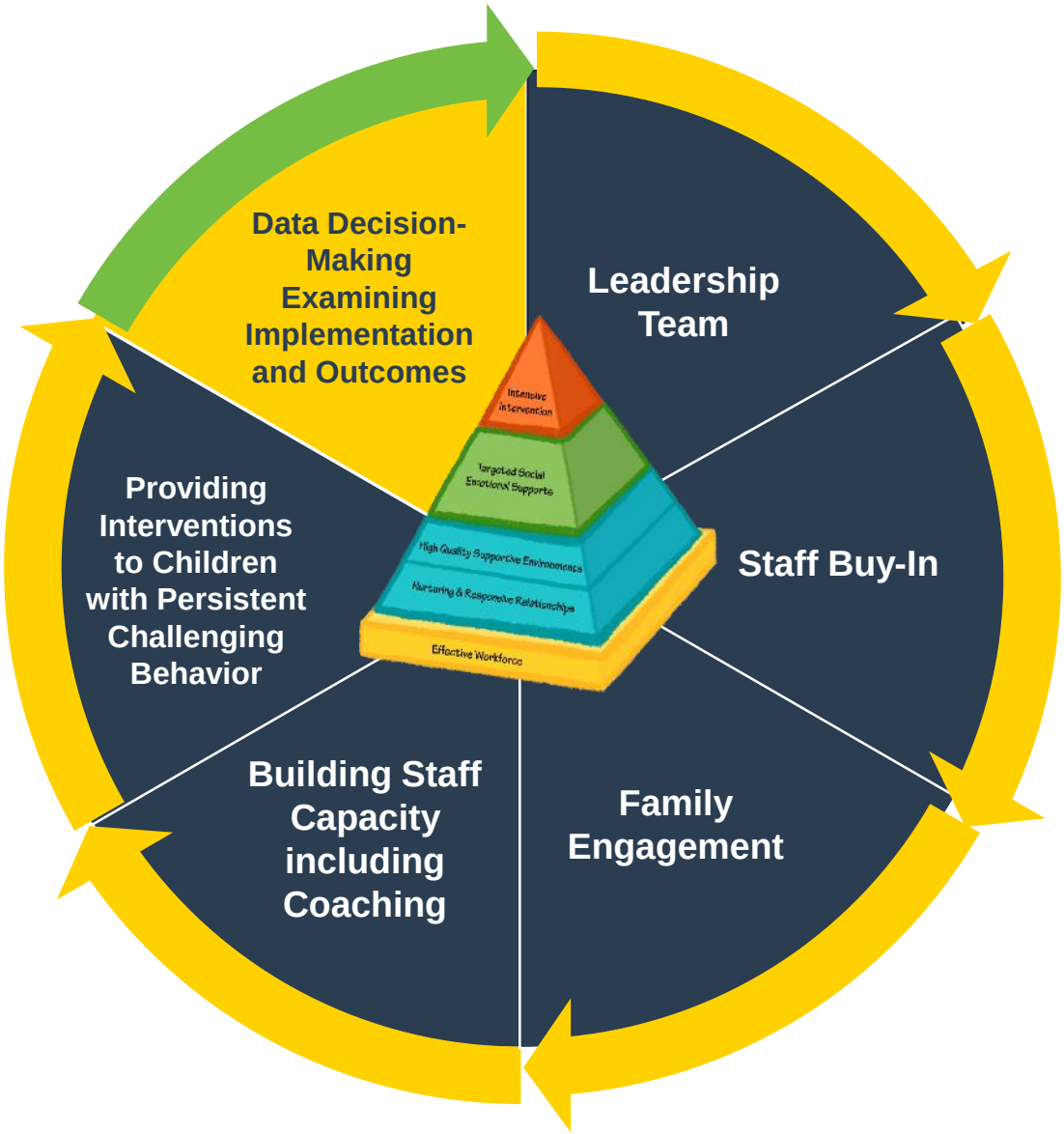
Even when these practices are in place, some young children will engage in challenging behavior.

Young children will experience challenging behavior

- It begins early
  - Between 10-30% of preschool children are not behaviorally and emotionally ready to succeed in school
- Early problem behavior is predictive of future challenges
  - Best predictor of delinquency in adolescence, gang membership, incarceration

Responses to Problem Behavior

- Early expulsion or suspension predicts later expulsion or suspension
- Rates of expulsion are higher in preschool than in K-12 programs
- Data show racial disparities with boys of color experiencing suspension and expulsion disproportionately


Data Decision-Making Examining Implementation and Outcomes
Leadership Team
Staff Buy-In
Family Engagement
Building Staff Capacity including Coaching
Providing Interventions to Children with Persistent Challenging Behavior
Intensive Intervention
Targeted Social Emotional Supports
High Quality Supportive Environments
Nurturing & Responsive Relationships
Effective Workforce

BIR Analysis as a Powerful Tool

Data that guide decisions related to behavior prevention and response

Data for identifying and addressing concerns related to discipline responses

Summary data for challenging behavior across classrooms that provides who, when, where of incidents and how adults respond that might inform program practices

Data to identify children and teachers in need of support

What is being measured?

- Child incident of behavior that the teacher finds concerning (intensity, frequency, duration) or that exceeds developmentally expected behavior challenges

VS

- Adult decision that child has violated school social norms (e.g., rule violation) and the nature is a major violation (ODR) or a minor concern that might be handled in the classroom

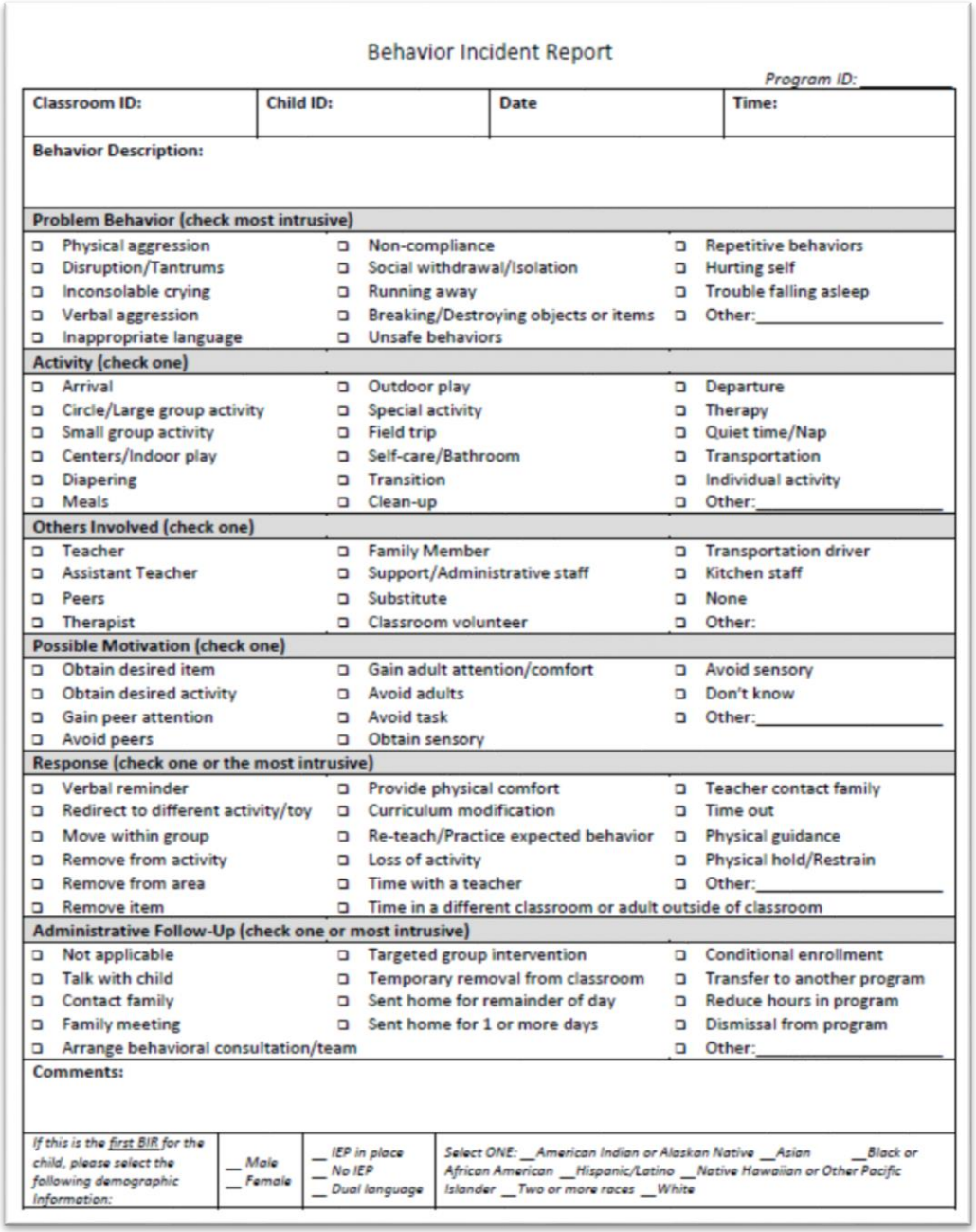
Behavior Incident Report (BIR)

- Form for recording serious behavior incidents and child demographics
- Generate graphs that reviewed by the leadership team
- Analyze across children, across teachers, individual children, identify potential issues of disproportionality.

Goal is to support the child, teacher, and consider actions needed for program improvement

BIR Form

- The fields for data collection are a match the behaviors, activities and procedures that occur in ECE



Behavior Incident Report

Program ID:_____

Classroom ID:	Child ID:	Date	Time:
Behavior Description:			

Problem Behavior (check most intrusive)		
❑ Physical aggression	❑ Non-compliance	❑ Repetitive behaviors
❑ Disruption/Tantrums	❑ Social withdrawal/Isolation	❑ Hurting self
❑ Inconsolable crying	❑ Running away	❑ Trouble falling asleep
❑ Verbal aggression	❑ Breaking/Destroying objects or items	❑ Other:_____
❑ Inappropriate language	❑ Unsafe behaviors	
Activity (check one)		
❑ Arrival	❑ Outdoor play	❑ Departure
❑ Circle/Large group activity	❑ Special activity	❑ Therapy
❑ Small group activity	❑ Field trip	❑ Quiet time/Nap
❑ Centers/Indoor play	❑ Self-care/Bathroom	❑ Transportation
❑ Diapering	❑ Transition	❑ Individual activity
❑ Meals	❑ Clean-up	❑ Other:_____
Others Involved (check one)		
❑ Teacher	❑ Family Member	❑ Transportation driver
❑ Assistant Teacher	❑ Support/Administrative staff	❑ Kitchen staff
❑ Peers	❑ Substitute	❑ None
❑ Therapist	❑ Classroom volunteer	❑ Other:
Possible Motivation (check one)		
❑ Obtain desired item	❑ Gain adult attention/comfort	❑ Avoid sensory
❑ Obtain desired activity	❑ Avoid adults	❑ Don't know
❑ Gain peer attention	❑ Avoid task	❑ Other:_____
❑ Avoid peers	❑ Obtain sensory	
Response (check one or the most intrusive)		
❑ Verbal reminder	❑ Provide physical comfort	❑ Teacher contact family
❑ Redirect to different activity/toy	❑ Curriculum modification	❑ Time out
❑ Move within group	❑ Re-teach/Practice expected behavior	❑ Physical guidance
❑ Remove from activity	❑ Loss of activity	❑ Physical hold/Restrain
❑ Remove from area	❑ Time with a teacher	❑ Other:_____
❑ Remove item	❑ Time in a different classroom or adult outside of classroom	
Administrative Follow-Up (check one or most intrusive)		
❑ Not applicable	❑ Targeted group intervention	❑ Conditional enrollment
❑ Talk with child	❑ Temporary removal from classroom	❑ Transfer to another program
❑ Contact family	❑ Sent home for remainder of day	❑ Reduce hours in program
❑ Family meeting	❑ Sent home for 1 or more days	❑ Dismissal from program
❑ Arrange behavioral consultation/team		❑ Other:_____

Comments:

If this is the first BIR for the child, please select the following demographic information:	__ Male __ Female	__ IEP in place __ No IEP __ Dual language	*Select ONE: __American Indian or Alaskan Native __Asian __Black or African American __Hispanic/Latino __Native Hawaiian or Other Pacific Islander __Two or more races __White*

BIRS Training and Instructions

Behavior Incident Report

Training

- Training on the System: http://usf.adobeconnect.com/p34rp0iavkd/
- Please have these instructions and 6 blank forms with you to complete the 1-hour training

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 classroom, off the playground, or away from group without responding to the calls of the adult*
  - *Intentionally injuring self in a manner that might cause serious harm to self (e.g., severe head banging, biting self)*

- Also complete when a child continues to engage in problem behavior despite efforts to redirect to use alternati skills. On these occasions, complete the form for children who are persistent in problem behavior and their proble behavior appears to be unresponsive to the child guidance procedures you use in your classroom. The form will n be completed if the behavior has not occurred before **or** if the behavior may be developmentally-expected (e.g., year old who tussles over a toy). These behaviors might be:
  - *Tantrums*
  - *Inappropriate language*
  - *Hitting*
  - *Breaking or destroying items*
  - *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 led the teacher to complete the BIR form.

Behavior	Definition	Example
1. Physical Aggression	Making physical contact with an adult or peer where injury may occur	*Striking, pulling hair, biting, scratching, pulling clothes, kicking, spitting*
2. Disruption/Tantrums	Causing an interruption in class or activity	*Throwing items, loud vocalizations, crying, screaming, cussing*
3. Inconsolable crying	Crying for an extended period of time. All typical comfort strategies are unsuccessful	*Crying, isolating self, refusing typical comfort strategies implemented by adults*
4. Verbal aggression	Threatening, offensive, or intimidating words directed towards an adult or peer	*Screaming, name calling, profanity, use of threats*
5. Inappropriate language	Using words or phrases that are offensive or rude; not always directed at a person	*Profanity, insults*
6. 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.*
7. Social withdrawal/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"*
8. Running away	Leaving the unsupervised area alone and without permission	*Leaving the classroom, playground, or group without permission or supervision*
9. Breaking/destroying items or objects	Deliberately impairing or destroying items, property damage	*Tearing paper, breaking items, writing on items*
10. Unsafe behaviors	Engaging in dangerous acts with materials	*Standing on furniture, inappropriate use of classroom materials*

BIR Analytic Elements

Measure	Analysis	Factors
Behavior incident frequency	➢ Program ➢ Classroom ➢ Child	▪ Type of Problem Behavior ▪ Activity ▪ Others involved ▪ Possible motivation ▪ Strategy/Response ▪ Administrative follow-up
Disproportionality	➢ BIR Composition ➢ BIR Risk ➢ Risk Ratio	▪ Race/Ethnicity ▪ Gender ▪ IEP status ▪ DLL

Tracking Administrative Actions:

- In-School Suspension
  - Response: Time in a different classroom or adult outside the classroom
  - Administrative Follow-Up: Temporary removal from classroom
- Out-of-School Suspension
  - Administrative Follow-up:
    - Sent home for remainder of day
    - Sent home for one or more days
- Dismissal
  - Administrative Follow-up: Dismissal from program

BIRS Equity Profile Alerts

- Built into the system
- Does not require you to manually calculate
- Alert displays after data entry

Equity Profile Alerts

INCIDENT ALERTS	
Check Race/Ethnicity Equity Profile Check Gender Equity Profile Check DLL Status Profile	
IN-SCHOOL SUSPENSION ALERTS	**OUT-of-SCHOOL SUSPENSION ALERTS**
Check IEP Status ISS Equity Profile Check DLL Status ISS Equity Profile	Check Race/Ethnicity OSS Equity Profile Check Gender OSS Equity Profile
DISMISSAL ALERTS	
Check IEP Status Dismissal Equity Profile	

Process

Teachers Trained

- Teachers receive online training on how and when to use a BIR form for a behavior incident

Complete BIR Form

- Completed by the classroom teacher or staff member following a behavior incident that is not developmentally normative or is a cause for a concern

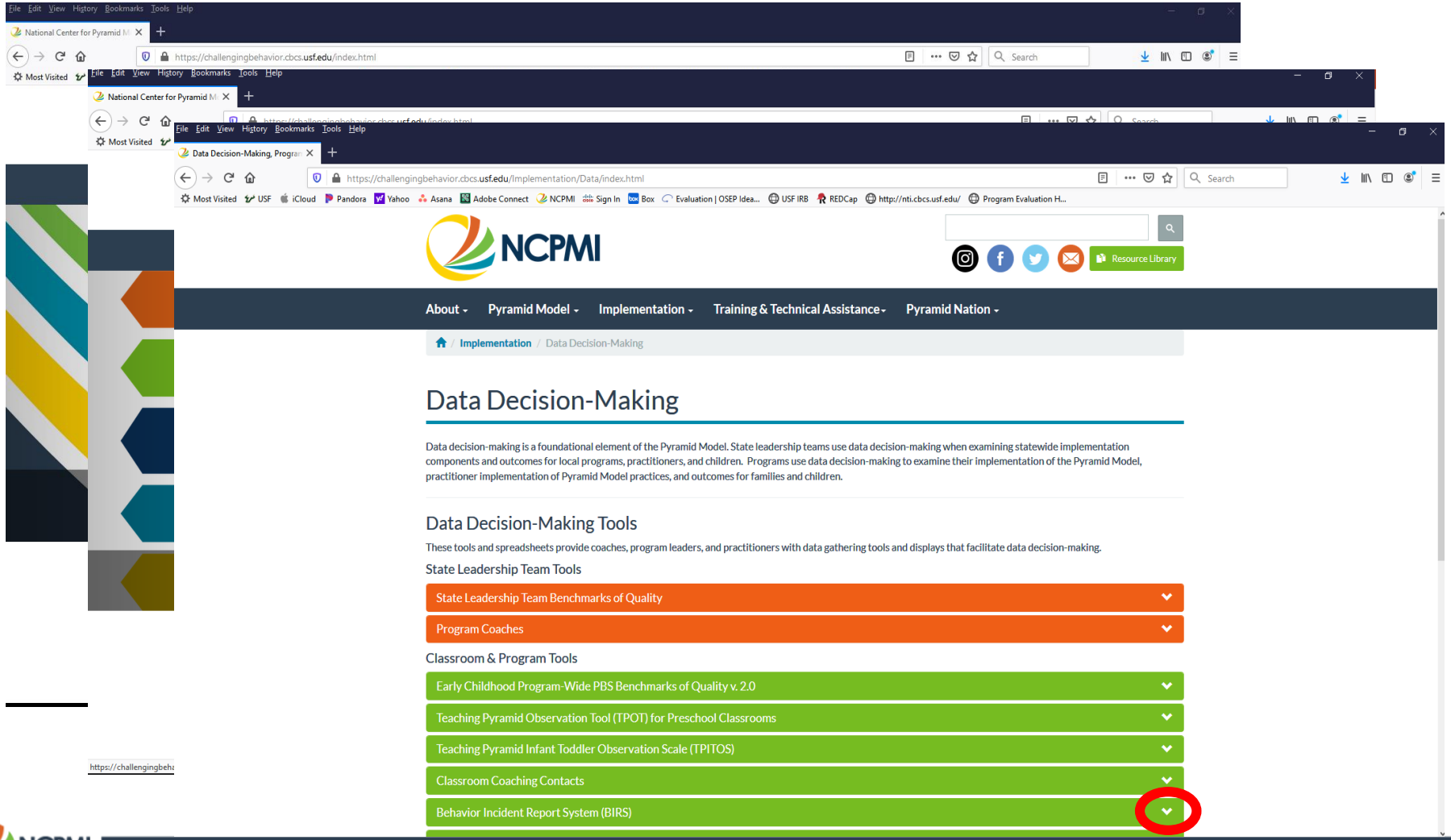
Forms provided to data entry staff

- BIR Form is provided to a designated person on staff who enters data into the spreadsheet

Data Analysis

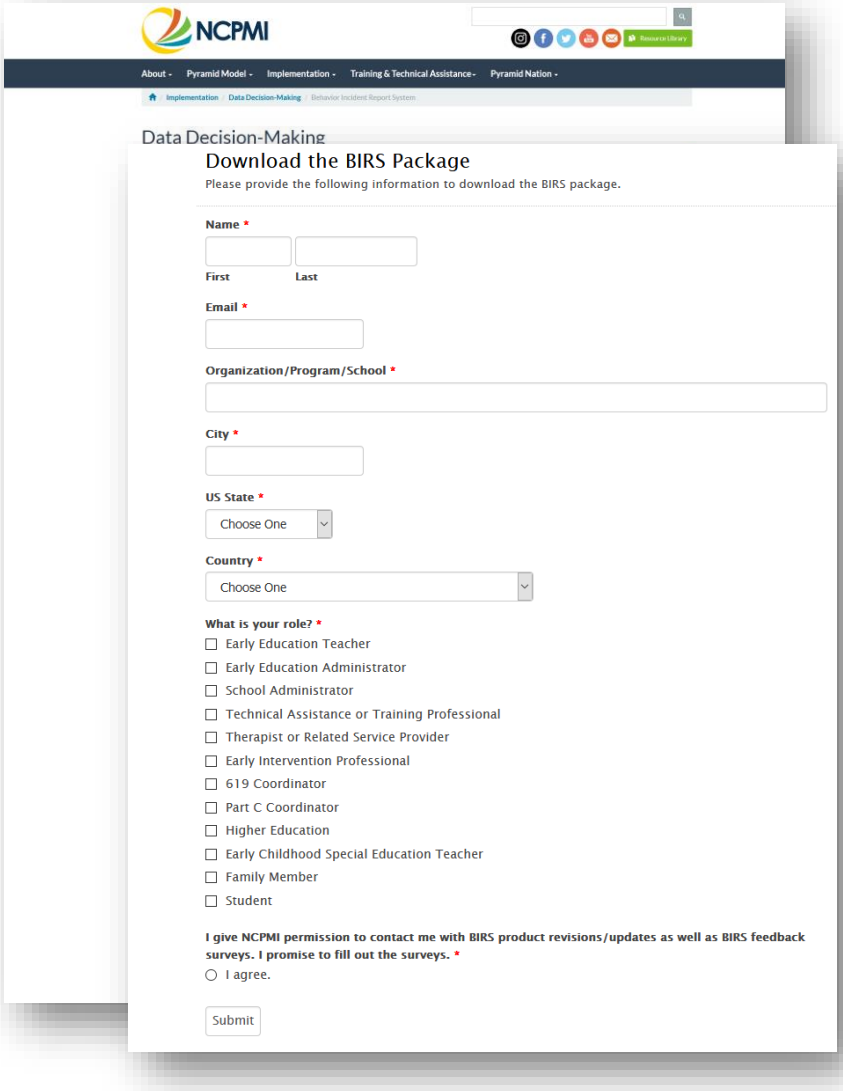
- The spreadsheet provides a summary for examining factors related to behavior incidents

How to Access



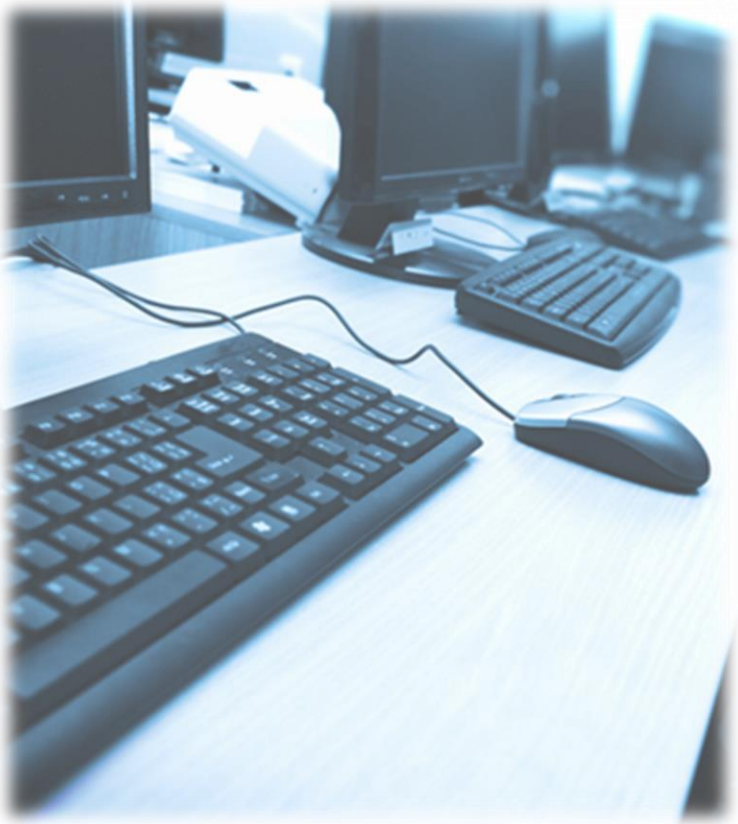
Behavior Incident Report System

- BIR Overview Fact Sheet
- BIRS Teacher Fact Sheet
- BIRS Excel Workbook (Blank and Demo versions)
- BIR Form
- Instructions for when to complete a BIR with link to teacher training
- BIRS Data Decision-Making Guide
- BIRS Data Entry Guide



The Tech Stuff

- Requires a desktop or laptop computer with:
  - Windows OS with Microsoft Office 2011 and newer
  - Mac OS with Microsoft Office 2016
  - Office365.com
- Plan on where to save your spreadsheet
  - On your network or other platforms (i.e., Box, DropBox, Google Drive, OneDrive, etc.)



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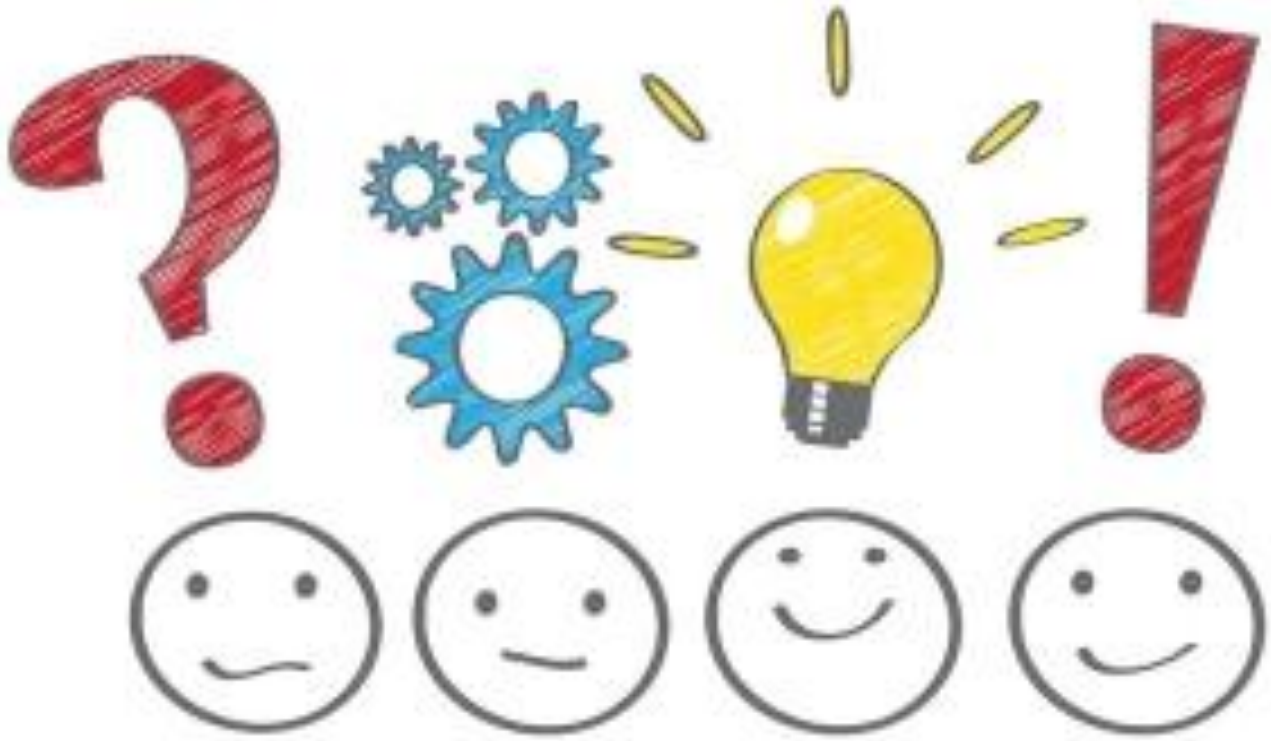
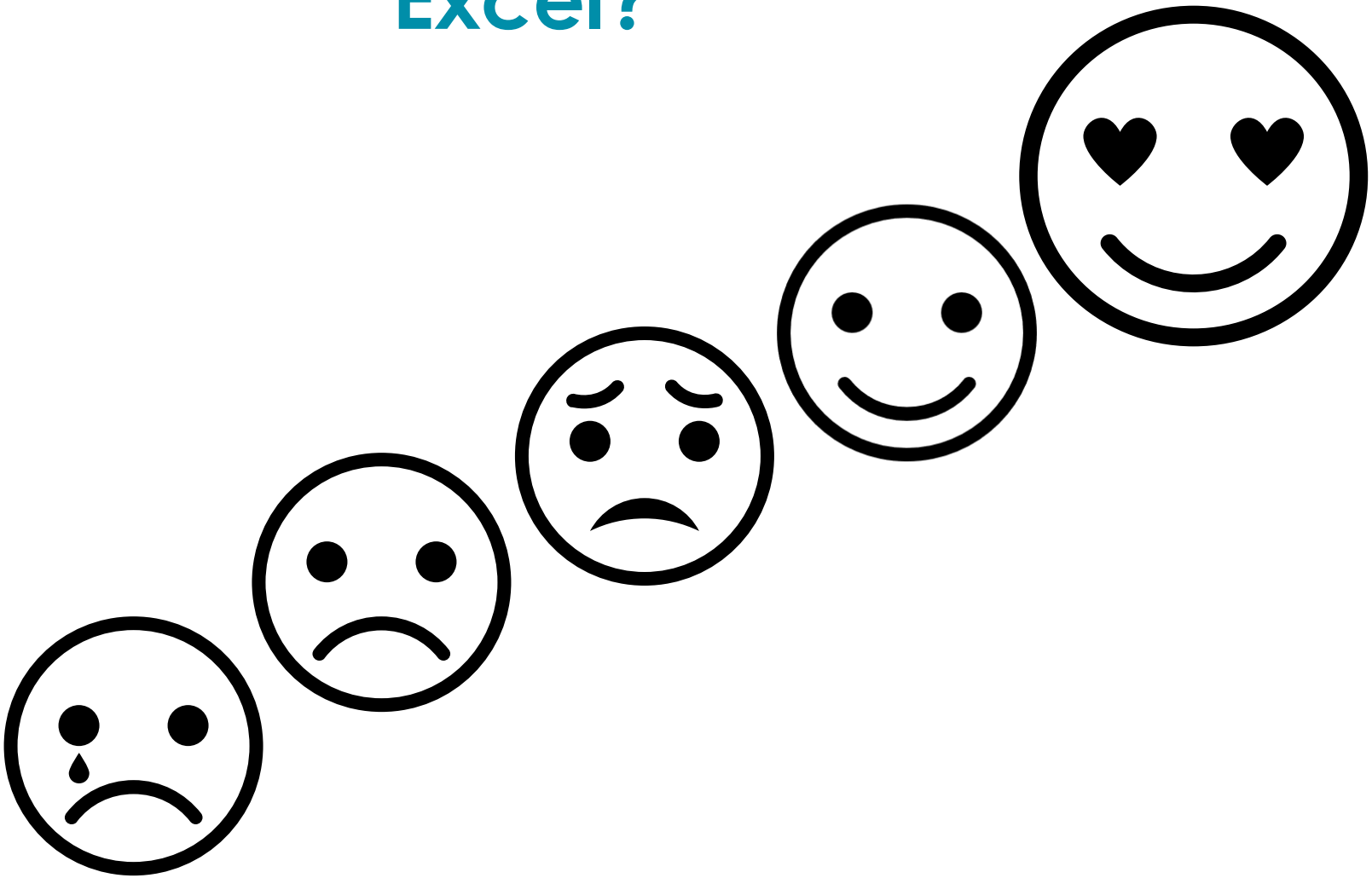


BIR Spreadsheet

How do you feel about Excel?



Let's Take a Look!

Wrapping it up

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NCPMI

The Behavior Incident Report System (BIRS)

The Behavior Incident Report System (BIRS) collects and analyzes behavior incidents in early childhood settings. The system provides an efficient mechanism for gathering information on elements related to behavior incidents that are used to make decisions about providing supports to teachers and children within the program. In addition, the BIRS includes alerts about potential equity issues by calculating disproportionality related to race, ethnicity, IEP status, gender, and dual-language learners. The BIRS also provides information on the frequency of behavior incidents resulting in suspensions and expulsions. *The goal of the BIRS is to support the child, teacher, and consider the actions needed for program improvement.*

The BIRS offers early childhood programs a system that is uniquely designed to provide data related to teacher reports of behavior incidents for young children. Behavior tracking data systems designed for students in K-12 programs typically track rule infractions or office discipline referrals. The BIR system focuses on behaviors that are of concern to the teacher and includes fields for the kinds of challenging behaviors that often occur in the preschool classroom and the responses to behavior that are likely to be used by the early educator.

What is a Behavior Incident Report (BIR)?

A Behavior Incident Report form is used by teachers to record serious behavior incidents and gathers critical information around the following factors:

- Problem Behavior
- Activity
- Others Involved
- Possible Motivation
- Response
- Administrative Follow-up
- Race/Ethnicity
- Gender
- IEP Status
- Dual-Language Learner

The BIR Form is provided to a designated person or staff who enters the data into the BIR Data System.

Data System

The BIRS uses an Excel spreadsheet to track and summarize behavior incidents. A Program Summary is generated containing relevant charts and tables specific to program-level data, making it easy for programs to view and analyze data on a monthly basis. Classroom level and individual child charts and tables are also provided. In addition, users can analyze data further by each factor on the BIR form (i.e., Problem Behavior, Activity, Others Involved, Possible Motivation, Response, and Administrative Follow Up). The data system includes built-in filters giving the user the ability to narrow down data sets.

How are the data used?

The Leadership Team of a program uses BIR data to make data-based decisions related to the support of teachers, children, and the program. The team uses the data to summarize and highlight critical data and focus on the "patterns" and "trends" at the program, classroom, or individual child level. The summarized data are used to:

- Identify training needs
- Deliver professional development
- Problem solve around specific children or social and emotional needs
- Make other programmatic changes (e.g., playground schedule, program-wide expectations)
- Examine equity

Why use the BIRS?

By reviewing BIR data, leadership teams can improve the quality of data-based decision-making and action-planning. Data-based decision-making is facilitated when a focused, well-defined need is established. The BIR System allows for behavior patterns to be defined in greater detail and for leadership teams to "dig deeper" with data, gaining more information about specific questions related to overall program-wide and classroom patterns. BIR data collection and analysis can also assist programs to identify potential issues of disproportionality, determine individual children's incident patterns, and use year-end data to guide action planning for the upcoming year.

To access the BIRS system, go to:
https://challengingbehavior.cbcs.usf.edu/Implementation/data/BIRS.html

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NCPMI

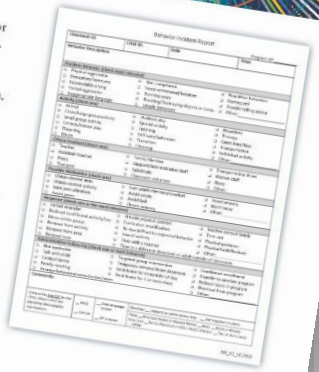
What Every Teacher Wants to Know About the BIR

What is a Behavior Incident Report (BIR)?

A simple data collection tool used to document serious behavior incidents that can be used to support classrooms and programs.

But I hate data. I am just here to teach.

Data are not as scary as you think. We use data daily in our lives. For example, we might decide we need to lose weight and get in shape. We decide to keep track of our eating and exercise habits for a week. We look at the log and determine how to change our eating and exercise habits based on what we recorded. That is an example of using data to make a decision about how we will proceed. When we want to change a behavior in the classroom, we collect information about behavior to determine the most effective way to address this behavior. Using the BIR helps us do this.



What is considered a serious behavior incident?

- Aggression (e.g., kicking, hitting, biting, scratching)
- Elopement (i.e., leaving area without permission and not responding to request to return)
- Self-injurious behavior (e.g., biting self, hitting self)

What about behaviors like tantrums, inappropriate language, property destruction, or general disruptive behavior?

You would document those if you have attempted to redirect the child and the child was not responsive to the strategies that you are using. You might also document them if they happen with a frequency, intensity, or duration that seems unusual or not typical.

What information does the BIR ask for?

- Problem Behavior
- Activity
- Others Involved
- Possible Motivation
- Response
- Administrative Follow-up
- Child Demographics

There were so many behaviors that happened at once...

Only select one behavior. Pick the most serious behavior. For example, a child hit another child with a toy and used inappropriate language. Since hitting another child with a toy is a safety issue, you would consider that to be the most intrusive. Select that for the BIR.

If I only select one behavior, won't we be losing important information?

There is a space on the BIR where you can add notes about the other behaviors that might have occurred.

Digging into Data Webinar Series

- This webinar series will focus on Pyramid Model data tools

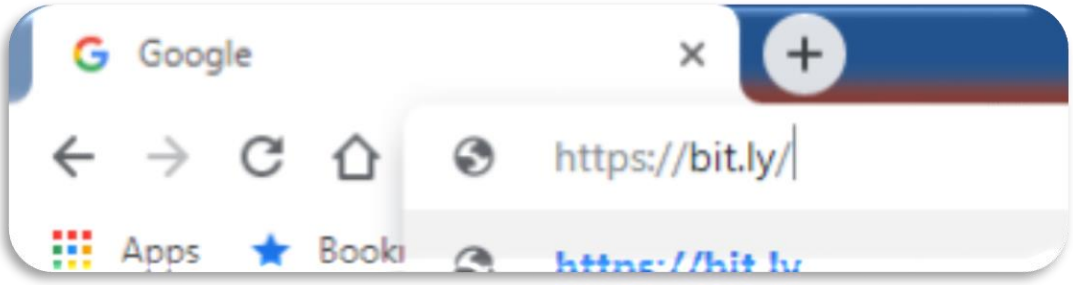
- Next webinar: July 14th @ 3pm EST, “Addressing Challenging Behavior through Data: Implementing the BIRS in Your Program”

Questions

Survey and Certificate

Recording Viewers

- Type URL shown on recording into a web browser window
- *URL is case sensitive*



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