



Addressing Challenging Behavior through Data: Implementing the BIRS in an Early Childhood Program

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Pyramid Model INNOVATIONS
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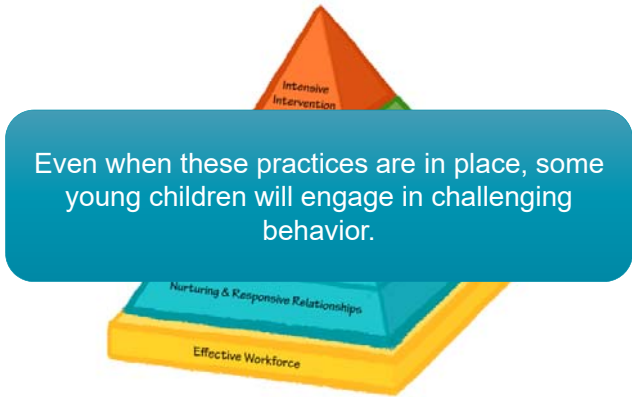
Questions?

Use the Q&A panel to submit questions/comments



Prevention and Promotion

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



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



BIR Analytic Elements

Measure	Analysis	Factors
Behavior incident frequency	<ul style="list-style-type: none"> • Program • Classroom • Child 	<ul style="list-style-type: none"> ▪ Type of Problem Behavior ▪ Activity ▪ Others involved ▪ Possible motivation ▪ Strategy/Response ▪ Administrative follow-up
Disproportionality	<ul style="list-style-type: none"> • BIR Composition • BIR Risk • Risk Ratio 	<ul style="list-style-type: none"> ▪ Race/Ethnicity ▪ Gender ▪ IEP status ▪ DLL



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)			
<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Repetitive behaviors	
<input type="checkbox"/> Disruption/Tantrums	<input type="checkbox"/> Social withdrawal/isolation	<input type="checkbox"/> Hurting self	
<input type="checkbox"/> Inconsolable crying	<input type="checkbox"/> Running away	<input type="checkbox"/> Trouble falling asleep	
<input type="checkbox"/> Verbal aggression	<input type="checkbox"/> Breaking/Destroying objects or items	<input type="checkbox"/> Other: _____	
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Unsafe behaviors		
Activity (check one)			
<input type="checkbox"/> Arrival	<input type="checkbox"/> Outdoor play	<input type="checkbox"/> Departure	
<input type="checkbox"/> Circle/Large group activity	<input type="checkbox"/> Special activity	<input type="checkbox"/> Therapy	
<input type="checkbox"/> Small group activity	<input type="checkbox"/> Field trip	<input type="checkbox"/> Quiet time/nap	
<input type="checkbox"/> Centers/Indoor play	<input type="checkbox"/> Self-care/Bathroom	<input type="checkbox"/> Transportation	
<input type="checkbox"/> Diapering	<input type="checkbox"/> Transition	<input type="checkbox"/> Individual activity	
<input type="checkbox"/> Meals	<input type="checkbox"/> Clean-up	<input type="checkbox"/> Other: _____	
Others Involved (check one)			
<input type="checkbox"/> Teacher	<input type="checkbox"/> Family Member	<input type="checkbox"/> Transportation driver	
<input type="checkbox"/> Assistant Teacher	<input type="checkbox"/> Support/Administrative staff	<input type="checkbox"/> Kitchen staff	
<input type="checkbox"/> Peers	<input type="checkbox"/> Substitute	<input type="checkbox"/> None	
<input type="checkbox"/> Therapist	<input type="checkbox"/> Classroom volunteer	<input type="checkbox"/> Other: _____	
Possible Motivation (check one)			
<input type="checkbox"/> Obtain desired item	<input type="checkbox"/> Gain adult attention/comfort	<input type="checkbox"/> Avoid sensory	
<input type="checkbox"/> Obtain desired activity	<input type="checkbox"/> Avoid adults	<input type="checkbox"/> Don't know	
<input type="checkbox"/> Gain peer attention	<input type="checkbox"/> Avoid task	<input type="checkbox"/> Other: _____	
<input type="checkbox"/> Avoid peers	<input type="checkbox"/> Obtain sensory		
Response (check one or the most intrusive)			
<input type="checkbox"/> Verbal reminder	<input type="checkbox"/> Provide physical comfort	<input type="checkbox"/> Teacher contact family	
<input type="checkbox"/> Redirect to different activity/toy	<input type="checkbox"/> Curriculum modification	<input type="checkbox"/> Time out	
<input type="checkbox"/> Move within group	<input type="checkbox"/> Re-teach/Practice expected behavior	<input type="checkbox"/> Physical guidance	
<input type="checkbox"/> Remove from activity	<input type="checkbox"/> Loss of activity	<input type="checkbox"/> Physical hold/Restrain	
<input type="checkbox"/> Remove from area	<input type="checkbox"/> Time with a teacher	<input type="checkbox"/> Other: _____	
<input type="checkbox"/> Remove item	<input type="checkbox"/> Time in a different classroom or adult outside of classroom		
Administrative Follow-Up (check one or most intrusive)			
<input type="checkbox"/> Not applicable	<input type="checkbox"/> Targeted group intervention	<input type="checkbox"/> Conditional enrollment	
<input type="checkbox"/> Talk with child	<input type="checkbox"/> Temporary removal from classroom	<input type="checkbox"/> Transfer to another program	
<input type="checkbox"/> Contact family	<input type="checkbox"/> Sent home for remainder of day	<input type="checkbox"/> Reduce hours in program	
<input type="checkbox"/> Family meeting	<input type="checkbox"/> Sent home for 1 or more days	<input type="checkbox"/> Dismissal from program	
<input type="checkbox"/> Arrange behavioral consultation/team	<input type="checkbox"/> Other: _____		
Comments:			
If this is the <u>first</u> BIR for the child, please select the following demographic information:			
<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> IEP in place <input type="checkbox"/> No IEP	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	



Tracking Administrative Actions

- In-School Suspension
- Out-of-School Suspension
- Dismissal



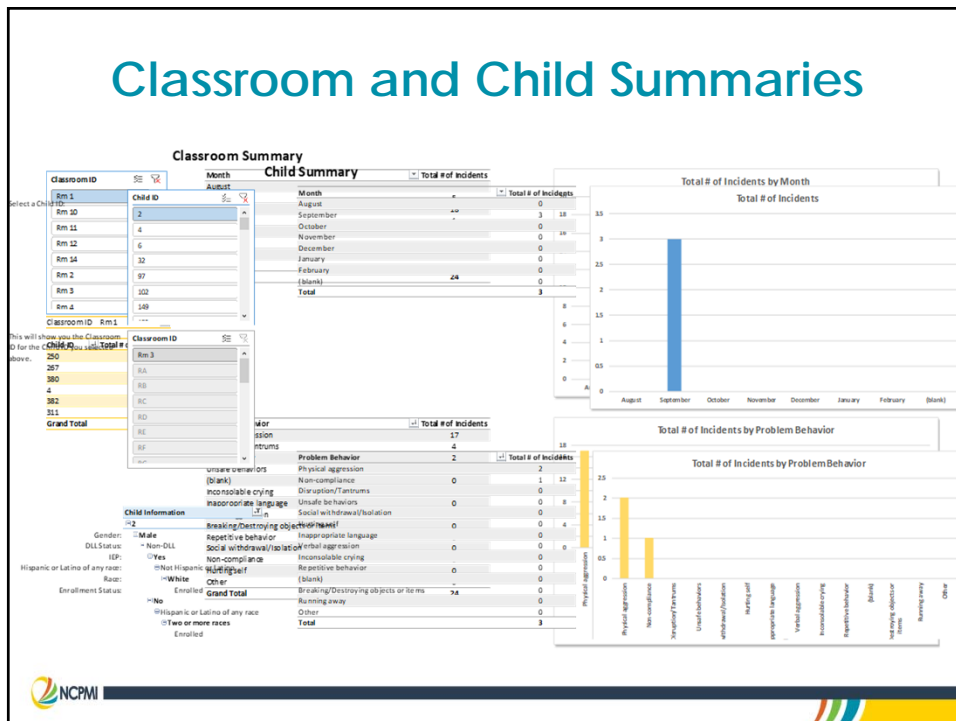
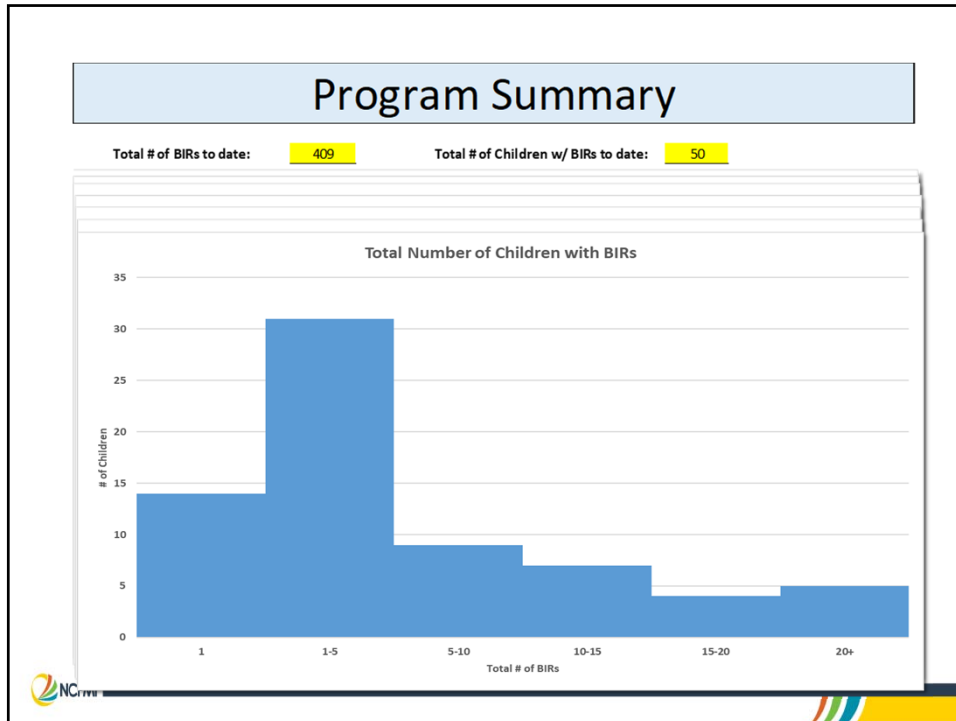
BIRS Equity Profile Alerts

- 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	
IN-SCHOOL SUSPENSION ALERTS	OUT-of-SCHOOL SUSPENSION ALERTS
Check Race/Ethnicity ISS Equity Profile	
DISMISSAL ALERTS	
Check Race/Ethnicity Dismissal Equity Profile	





Overview Handout

- One-page handout you can provide Leadership Team members, practitioners, coaches, and other staff in your program



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 BIRS 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 gather critical information around the following factors:

- Problem Behavior
- Activity
- Other Incident
- Possible Motivation
- Response
- Administrative Follow-up
- IEP Status
- Dual Language Learner
- Gender

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, Other Incident, 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 use 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
- Examine 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://challengingpibed.com/wp-content/uploads/2018/01/Accessing-the-BIRS-System.pdf>

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BIRS and the Pyramid Model



Data Decision Making Sequence

- Program
 - Benchmarks of Quality
- Classroom
 - Teaching Pyramid Observation Tool
 - Teaching Pyramid Infant Toddler Observation Scale
- Child
 - *Behavior Incident Report System*

BoQ  BIR

Benchmarks 28-34

Procedures for Responding to Challenging Behavior	28. Teachers have received training related to potential bias when responding to behavior challenges and have strategies to reflect on their responses to individual children			
	29. Program staff respond to children's problem behavior appropriately using evidence-based approaches that are positive, sensitive to family values, culture and home language, and provide the child with guidance about the desired appropriate behavior and program-wide expectations.			
	30. A process for responding to crisis situations related to problem behavior is developed. Teachers can identify how to request assistance when needed. A plan for addressing the child's individual behavior support needs is initiated following requests for crisis assistance.			
	31. Teachers have opportunities to problem solve with colleagues and family members around problem behavior. Teachers are encouraged to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session).			
Procedures for Responding to Challenging Behavior —Continued—	32. A team-based process for addressing individual children with persistent challenging behavior is developed. Teachers can identify the steps for initiating the team-based process including fostering the participation of the family in the process.			
	33. An individual or individuals with behavioral expertise are identified for coaching staff and families throughout the process of developing and implementing individualized intensive interventions for children in need of behavior support plans.			
	34. Strategies for partnering with families when there are problem behavior concerns are identified. Teachers have strategies for initiating parent contact and partnering with the family to develop strategies to promote appropriate behavior.			



TPOT  BIR

32. Using Effective Strategies to Respond to Challenging Behavior (continued)

	ESSENTIAL STRATEGIES	BEHAVIOR INCIDENT RESPONSE					
		INCIDENT:		INCIDENT:		INCIDENT:	
		YES	NO	YES	NO	YES	NO
SCB1	Teacher implements developmentally appropriate strategies (e.g., redirection, planned ignoring) in response to challenging behavior.						
SCB2	Teacher responds to children by stating the expected behavior in positive terms (i.e., what to do) or providing instruction in an acceptable alternative behavior.						
SCB3	Teacher provides positive attention or positive descriptive feedback to the child when the child begins behaving appropriately.						
Summary. Indicate if all three strategies were used:							



FINAL SCORE: Yes No No incidents observed

Why Data



Key Practice

- Data inform program practice
 - Implement with fidelity
 - Effective decisions that improve intervention
 - Meaningful outcomes
- *Goal is child and teacher support*



BIR Data

- Leadership team is all in
 - Embedded in program policy
 - Embedded in procedures for responding to challenging behavior
- Data collection is first step
 - Analyzing data
 - Sharing data
 - Making data-based decisions



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Value

- Summarize large amount of information so it makes sense
- Begin to understand factors
 - Environment (activities, people)
 - Pinpoint most serious behaviors
 - Motivation (maintaining factors/function)



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Value

- Analyze and pinpoint needs at:
 - Universal
 - Targeted
- Where to focus help
 - Program-wide training and professional development needs and PW universal practices
 - Classroom universal and targeted practices
 - Child – problem-solve around specific children or issues
- Need for intensive intervention



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Data for FBA

- Preliminary information for intensive intervention
 - Clearly define target behavior
 - Identify activities and times behavior likely to occur
 - Pinpoint when observation will be most efficient
 - Suggest possible motivation/function
 - Provide information about previous responses and success



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BIR Readiness Checklist Process

- Use checklist with:
 - Programs just beginning implementation of BIRS
 - Programs using the older version of BIRS and wish to upgrade to BIRS 2.0
 - Programs wishing to revitalize their use of BIRS and data-based decision making

- How to use:
 - Complete the checklist to identify which components are in place and which need to be strengthened so that implementation can be successful
 - Develop a plan and take actions to implement any items that were identified as 'no' not in place
 - Once all items are in place, follow the 'Steps to Begin BIR Implementation' at the end of this checklist



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BIRS Readiness Checklist

High Functioning Leadership Team	Yes	No
1. The Leadership Team...		
a. Meets monthly with consistent attendance.	<input type="checkbox"/>	<input type="checkbox"/>
b. Completes or will complete the Early Childhood Program-Wide PBS Benchmarks of Quality (EC-BoQ) twice a year.	<input type="checkbox"/>	<input type="checkbox"/>
c. Has an up-to-date implementation plan that is reviewed regularly.	<input type="checkbox"/>	<input type="checkbox"/>
d. Reviews program data regularly during meetings.	<input type="checkbox"/>	<input type="checkbox"/>
e. Has established procedures for responding to challenging behavior (clearly written, documentation provided to all program staff).	<input type="checkbox"/>	<input type="checkbox"/>
f. Includes a member with behavioral expertise, who guides the development of behavior support strategies and the assessment-based behavior support plan.* <i>Name:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>
2. The Leadership Team has identified reducing challenging behavior and promoting social emotional competence as priorities within the program-wide implementation plan.	<input type="checkbox"/>	<input type="checkbox"/>
3. The program provides Practice-Based Coaching to classroom teachers for Pyramid Model practice implementation.	<input type="checkbox"/>	<input type="checkbox"/>
4. The program has a commitment to using a data-based decision-making process that includes the Leadership Team, teachers and staff.		
a. Program administration is part of the team and supports the use of the BIRS.* <i>Signature:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>
b. The Leadership Team supports and has identified an action goal for implementing BIRS.	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers and staff support the use of the Pyramid Model and use of BIRS to make data-based decisions.	<input type="checkbox"/>	<input type="checkbox"/>



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Program Resource Allocation		Yes	No
5. The program will identify a computer for data entry that has a Windows or Mac operating system with Microsoft Office installed.			
a.	Windows requires Microsoft Office 2011 or newer.	<input type="checkbox"/>	<input type="checkbox"/>
b.	Mac requires Microsoft Office 2016 or newer.	<input type="checkbox"/>	<input type="checkbox"/>
6. The Leadership Team has or will identify a staff member who can enter data (i.e., data entry support person). ^a Name: _____			
a.	Time for weekly data entry is confirmed.	<input type="checkbox"/>	<input type="checkbox"/>
b.	Time for training and preparation are confirmed.	<input type="checkbox"/>	<input type="checkbox"/>
7. The Leadership Team has or will identify a team member (i.e., data coordinator) and allocate time for them to:			
a.	Study and use the Behavior Incident Report System Data-Based Decision-Making Guide.	<input type="checkbox"/>	<input type="checkbox"/>
b.	Prepare reports for the Leadership Team.	<input type="checkbox"/>	<input type="checkbox"/>

^aOn these items, names and signatures ensure you have the resources necessary for implementation.

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Steps to Begin BIR Implementation

1. Download the BIRS

The screenshot shows the NCPMI website's 'Data Decision-Making' page. Under the 'Data Decision-Making Tools' section, there are two main categories: 'State Leadership Team Tools' and 'Classroom & Program Tools'. The 'Classroom & Program Tools' list includes: 'Early Childhood Program Wide PIR Benchmarks of Quality v. 2.0', 'Teaching Pyramid Observation Tool (TPOT) for Pre-school Classrooms', 'Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)', 'Classroom Coaching Contracts', and 'Behavior Incident Report System (BIRS)'. The 'Behavior Incident Report System (BIRS)' link is circled in red.



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



BIRS Resources





Webinar Series

Webinar 1: Addressing Challenging Behavior through Data: Introduction to the BIRS.

Access here:

<https://challengingbehavior.cbcs.usf.edu/Training/Webinar/archive/2020/05-22/2020-05-22-Addressing-Challenging-Behavior.html>



Archived Coaching Webinar



Webinar Series

Coaching Webinar: Using the Behavior Incident Report system (BIRS) to Support Practitioners Around Children Who Engage in Challenging Behavior.

Access here:

https://challengingbehavior.cbcs.usf.edu/Training/Webinar/archive/2019/12-11/2019-12-11_BIR.html



BIRS Fact Sheet



The Behavior Incident Report System (BIRS)

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- Possible Motivation
- Response
- Administrative Follow-up
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- Gender
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To access the BIRS system, go to:
<https://challengingbehavior.cbcs.ut.edu/implementation/data/birs.html>

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What Every Teacher Wants to Know About the BIR



What Every Teacher Wants to Know About the BIR

What is a Behavior Incident Report (BIR)?
A single data collection and tool 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 seems so scary to think. We use data daily in our lives. For example, we might decide we need a low 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 that behavior. Using the BIR helps us do this.

What is considered a serious behavior incident?

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

What about behaviors like tantrums, inappropriate language, property destruction, or general disruptive behavior?
You would document these 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 were 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 invasive. 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.

...or the might have acted that? What it because they wanted to to increase.

...you used that was most of activity, you would choose to

...recommended practices?

...what the teacher selects.

...the form helps you stay consistent data, so down some key words you can't miss so that you can remember do these during top

...al,

...are into a spreadsheet that is working to decrease

...your team, and the child's and do feel like the behavior only occurs during circle. You print.

...in BIRs for the child. Teachers do note the teacher is fighting

...for well until dinner time, get up early, I will exercise, my eating and exercise after dinner and again to get up early trying behavior in my classroom, enter more effective than just

...do you would complete one, or an existing line problems.

...ChallengingBehavior.org

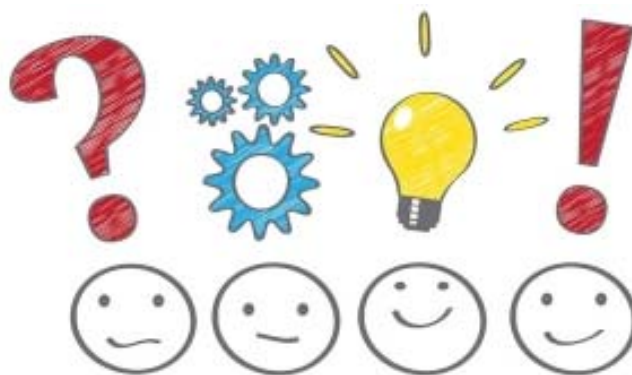




- Next webinar:
 - September, date TBD
 - *"Addressing BIRS Implementation Challenges"*



Questions



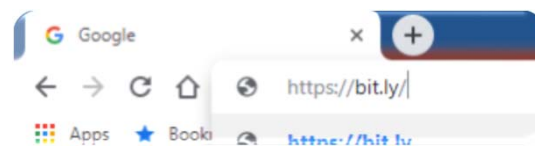
Survey and Certificate

Live Viewers

- Emailed with survey after the webinar

Recording Viewers

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



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Upcoming Webinars,
Recorded Webinars,
Resource Library,
and more...



Thank You



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