


NCPMI



Digging into Data
Webinar Series



Addressing BIRS Implementation Challenges

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National Center for
Pyramid Model INNOVATIONS
ChallengingBehavior.org

Questions?

Use the Q&A panel to submit questions/comments



Agenda

- Introduce updated BIRS Excel workbook
 - Q&A
- Implementation considerations
 - Q&A
- Wrap up



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

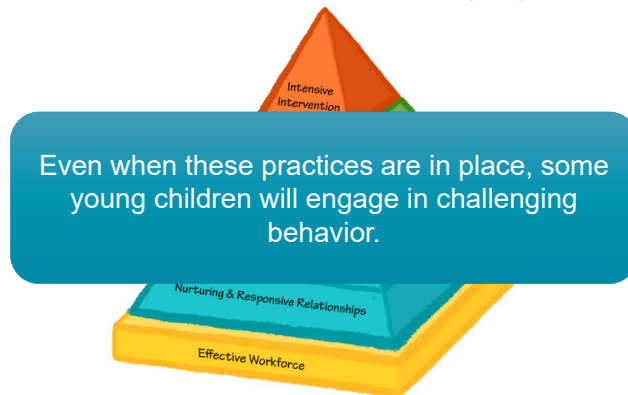


No incidents of suspension and expulsion



Prevention and Promotion

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



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



The Behavior Incident Report System (BIRS)

- Utilized by programs to collect and analyze behavior incidents in classrooms in order to address behaviors of concern
- Main goal is to support programs, teachers, and children

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



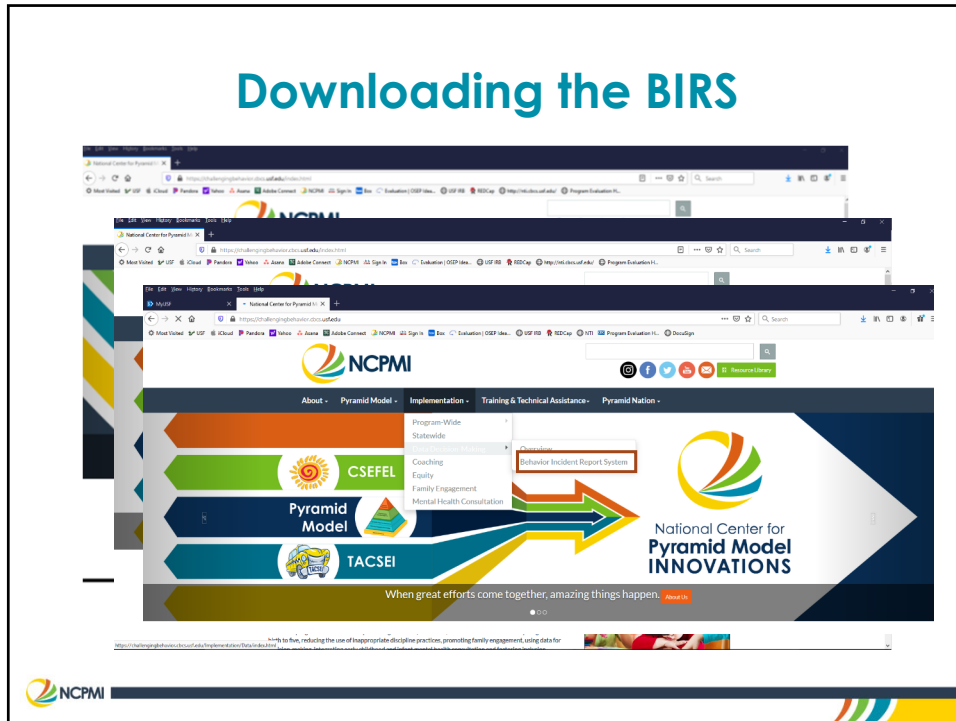
Data to identify children and teachers in need of support



Accessing the BIRS



Downloading the BIRS



What's Included?

- BIRS Overview Fact Sheet
- BIR 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 screenshot shows the 'Download the BIRS Package' form on the NCPMI website. The form asks for the following information: Name (First and Last), Email, Organization/Program/School, City, US State (Choose One), and Country (Choose One). There is a section for 'What is your role?' with checkboxes for: Early Education Teacher, Early Education Administrator, School Administrator, Technical Assistance or Training Professional, Therapist or Related Service Provider, Early Intervention Professional, 619 Coordinator, Part C Coordinator, Higher Education, Early Childhood Special Education Teacher, Family Member, and Student. Below the form, there is a checkbox for 'I give NCPMI permission to contact me with BIRS product revisions/surveys. I promise to fill out the surveys.' and a 'Submit' button. A red starburst graphic with the word 'FREE' is located at the bottom right of the form.

BIRS version 2.2 (July 2020)

What's New?

- Program Information tab: 50 classroom IDs
- Child Enrollment tab: search function, sorting
- Data Entry tab: updated 'view'
- Formatting changes
- Child ID tab: deletion of Incidents by Day, addition of Incidents by Time, addition of Classroom ID filter
- Distribution by Class ID: addition of child IDs



Let's take a look ...

The screenshot displays the BIRS software interface with several key components:

- Problem Behavior Table:** A table with columns for Date, Classroom ID, Child Name, Gender, DLL Status, IEP, and various incident types (e.g., Breaking/Destructing objects, Disruption/Tantrums, Inappropriate language, Physical aggression).
- Activity List:** A list of activities such as Arrival, Centers/Indoor play, Circle/Large group activity, Clean-up, Departure, Individual activity, Meals, and Other.
- Administrative Follow-Up List:** A list of administrative actions like Arrange behavioral consultation, Contact family, Dismissal from program, Not Applicable, Other, Sent home for 1 or more days, Sent home for remainder of day, and Talk with child.
- Gender Selection:** A dropdown menu for selecting the child's gender (Female or Male).
- Possible Motivation List:** A list of motivations including Avoid adults, Avoid peers, Avoid task, Don't know, Gain adult attention/Compliance, Gain peer attention, Obtain desired activity, and Obtain desired item.
- Classroom ID Distribution Table:** A table showing the percentage of total incidents for each classroom ID and the total number of incidents.

Classroom ID	% of Total Incidents	Total # of Incidents
C1	35.42%	255
C32	0.56%	4
C1	34.86%	251
C25	21.11%	152
C25	0.14%	1
C32	1.67%	12
C29	0.97%	7
C38	4.03%	29
C24	0.83%	6
C18	0.42%	3
C39	10.28%	74
C37	0.56%	4
C26	1.53%	11
C31	0.69%	5
DLL	18.72%	142
C12	13.89%	100
C29	0.14%	1
C38	0.42%	3
C35	1.11%	8
C28	4.37%	30
C27	9.44%	68
C20	8.05%	57
C6	0.14%	1
C40	6.25%	45
C9	4.31%	31
C36	0.42%	3
- Incident Log Table:** A table showing individual incidents with columns for ID, Date, Time, Incident Type, and Response.

ID	Date	Time	Incident Type	Response	
11	C39	September 9/27/19	12:45 PM	Non-compliance	
14	C25	September 9/27/19	1:10 PM	Non-compliance	
14	C25	September 9/27/19	12:20 PM	Non-compliance	
7	C20	September 9/28/19	2:30 PM	Disruption/Tantrums	
4	C11	September 9/29/19	12:45 PM	Disruption/Tantrums	
4	C11	October 10/2/19	9:00 AM	Running away	
4	C11	October 10/2/19	9:30 AM	Inconsolable crying	
- Visualizations:** A pie chart showing the distribution of incidents by problem behavior type, and a bar chart showing the distribution by classroom ID.

BIRS Excel Spreadsheet

- You can still use the previous version
- So, Google... has new features = BIRS Excel Spreadsheet CAN be converted but requires revisions
 - Will NCPMI convert it??
 - 😊 TBD
- Also, if you use SWIS, EC-SWIS is also available but not free



Previously asked questions

- Q: *How many children can be entered into the system at a site?* 175
- Q: *Are children entered at the onset of using the BIRS? Or are children entered only if a behavior occurs?* You only enter children when you first enter a BIR
- Q: *Does the BIRS need to be purchased?* No, it's free!
- Q: *Who enters these data?* Decided at program level. Assign a data entry person(s) to enter data at least once a week.



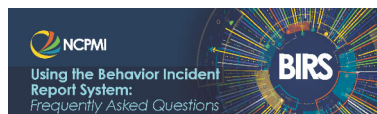
Data Use

- **Confidentiality:**
 - We encourage use of child and classroom IDs when using the BIRS to ensure confidentiality
 - How do I assign IDs? Check out our YouTube channel for a walkthrough on creating IDs.

- **Data Ownership:**
 - Your data are yours, NCPMI does not have access to your data. Only you can share your data.



Using the BIRS: Frequently Asked Questions



Behavior Incident Report System Basics

- Who does Behavior Incident Report (BIR) data belong to?**
 The Behavior Incident Report System (BIRS) is developed by an individual early childhood program for use within the program. BIR data belongs to individual programs. Once the Behavior Incident Report (BIR) Excel spreadsheet is downloaded, it should be saved either on the program network drive, a cloud-based storage software (i.e., Dropbox, Google Drive, One Drive, OneDrive, or a program hard drive (i.e., Desktop, Document folder). NCPMI does not endorse or recommend any specific cloud-based storage or other storage solution.
- Who can see BIR data from my program?**
 Only program personnel and service the program share their data with can see BIR data from their program. NCPMI does not have access to your data.
- Is there a cost associated with the BIRS?**
 The BIRS is free to download and use.
- How does behavior incident data remain confidential within the BIR System?**
 Program use assigned to use a child identification number (not a child's name) and a classroom identification number (instead of a classroom or teacher name) to maximize child and teacher confidentiality. Identify a new number should not contain any child's information.
- Do I need a special program or computer to use the BIRS Excel spreadsheet?**
 The BIRS Excel Spreadsheet can be used with desktop or laptop computers with a:
 • Windows operating system with Microsoft Office 2011 and newer
 • Mac operating system with Microsoft Office 2011
 • Office 205
- Can the BIRS be integrated into my own online system?**
 NCPMI is unable to integrate the BIRS into your online system.
- I am a coach for multiple programs. I just want one spreadsheet to view? Can I put the spreadsheets together for all the programs I am supporting?**
 Yes, the BIRS spreadsheets can be used within individual programs to make improvements at the program level and to provide additional support to teachers and children. If data are aggregated across multiple programs in one spreadsheet, program-level measures will not retain program-level distinctiveness. In addition, identifiable program-level data, equity metrics will be unreliable. Equity metrics are meant to address possible disparities within a program. The metrics are calculated based on the demographic profile of each program.

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New Resource: BIRS Readiness Checklist

- Is your program ready?
How do you know?
- BIRS Readiness Checklist
 - Digging Into Data
Webinar #2: Addressing Challenging Behavior through Data: Implementing the BIRS in an Early Childhood Program



The Behavior Incident Report System (BIRS)

The Behavior Incident Report System is a key tool for data-driven decision-making in program-wide Positive Behavior Intervention and Support (PBIS) implementation. The BIRS is used to collect, maintain, and display data on the number, type, and location of behavior incidents. Leadership uses the data to make informed decisions related to the support of students, staff, and the program. Programs will find a BIRS overview at <https://childcenter.org/resources/behavioral-incident-report-system>.

Purpose of the Checklist

The BIRS Readiness Checklist identifies the components needed to ensure that a program is prepared for BIRS implementation. These components include a history of high-quality leadership, team and the allocation of program resources to support implementation of the BIRS. For example, readiness includes implementation of Practice-Based Coaching (PBC) so that teachers have support to address the challenging behaviors identified in incident reports. This checklist will be relevant and useful to program staff beginning implementation of BIRS. Since this has been using the data from BIRS and work to support PBIS in, and program working to consider their use of BIRS and data-based decision-making.

Instructions

- 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 action to implement any items that were identified as "not in place." See the fact sheet, [Please Every Day the Way to Know About the BIRS](https://childcenter.org/resources/behavioral-incident-report-system) (<https://childcenter.org/resources/behavioral-incident-report-system>) for more information on how to use the BIRS.
- Once all items are in place, follow the Steps to Begin Behavior Incident Report Implementation in the end of this checklist.



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Implementation Considerations



Ask your questions



Sometimes we hear....



Start at the Beginning BIR Form

- Develop a **process** for using BIRs in your program
 - Forms
 - How will you duplicate them?
 - Who will do it?
 - How will forms be collected?

Behavior Incident Report Page 1/2

Case/Incident 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 behavior	
<input type="checkbox"/> Disruption/Territory	<input type="checkbox"/> Social withdrawal/isolation	<input type="checkbox"/> Hurling self	
<input type="checkbox"/> Inappropriate crying	<input type="checkbox"/> Running away	<input type="checkbox"/> Truancy/Being absent	
<input type="checkbox"/> Verbal aggression	<input type="checkbox"/> Breaking/Destructing objects or items	<input type="checkbox"/> Other: _____	
Activity/Location			
<input type="checkbox"/> Arrival	<input type="checkbox"/> Outdoor play	<input type="checkbox"/> Disruptive	
<input type="checkbox"/> Circle/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"/> Center/Classroom play	<input type="checkbox"/> Self-care/Bathroom	<input type="checkbox"/> Transportation	
<input type="checkbox"/> Drawing	<input type="checkbox"/> Transition	<input type="checkbox"/> Individual activity	
<input type="checkbox"/> Lunch	<input type="checkbox"/> Cleanup	<input type="checkbox"/> Other: _____	
Other 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"/> Parent	<input type="checkbox"/> Substitute	<input type="checkbox"/> None	
<input type="checkbox"/> Therapist	<input type="checkbox"/> Classroom volunteer	<input type="checkbox"/> Other: _____	
Physical Measures (check one)			
<input type="checkbox"/> Utain direct exam	<input type="checkbox"/> Bare skin abrasion/contusion	<input type="checkbox"/> Aired sensory	
<input type="checkbox"/> Utain indirect activity	<input type="checkbox"/> Aired acids	<input type="checkbox"/> Don't know	
<input type="checkbox"/> Skin-poor abrasion	<input type="checkbox"/> Aired task	<input type="checkbox"/> Other: _____	
<input type="checkbox"/> Aired pain	<input type="checkbox"/> Observation		
Response (check one or the most intrusive)			
<input type="checkbox"/> Verbal reminder	<input type="checkbox"/> Physical redirection	<input type="checkbox"/> Teacher contact family	
<input type="checkbox"/> Redirect to different activity/day	<input type="checkbox"/> Custodial modification	<input type="checkbox"/> Time out	
<input type="checkbox"/> Move seating area	<input type="checkbox"/> Temporary removal from classroom	<input type="checkbox"/> Physical guidance	
<input type="checkbox"/> Remove from activity	<input type="checkbox"/> Loss of activity	<input type="checkbox"/> Physical restraint	
<input type="checkbox"/> Remove from area	<input type="checkbox"/> Time with a teacher	<input type="checkbox"/> Other: _____	
<input type="checkbox"/> Remove from room	<input type="checkbox"/> Time in a different classroom or adult outside of classroom		
Administrative Follow-Up (check one or most intrusive)			
<input type="checkbox"/> No separate	<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"/> Send home for remainder of day	<input type="checkbox"/> Respite hours in program	
<input type="checkbox"/> Family meeting	<input type="checkbox"/> Send home for 1 or more days	<input type="checkbox"/> Dismissal from program	
<input type="checkbox"/> Assign behavioral consequences	<input type="checkbox"/> Other: _____		
Comments			
I fill in the BIR for the child who was the primary perpetrator. <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Other: _____ I fill in the BIR for the child who was the primary victim. <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Other: _____ I fill in the BIR for the child who was the primary witness. <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Other: _____ I fill in the BIR for the child who was the primary target. <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Other: _____			

BIR_V1_3_2020



What Every Teacher Wants to Know About the BIR

- Addresses common questions and answers from teachers
- Reviews logistics of completing BIRs
- Addresses teacher concerns about BIR

What Every Teacher Wants to Know About the BIR

What is a Behavior Incident Report (BIR)?
A simple data collection tool used to document and analyze behavior incidents that can be used to support classroom and program.

But I hate data! I am just here to teach.
Data are not an enemy at all. We use data daily to run our schools. For example, we might decide we need to hire a new janitor or change the way we schedule. We decide to keep track of our energy and motivation levels for a week. We look for the signs and determine how to change our energy and motivation levels based on what we recorded. This is an example of using data to make a decision about how we will proceed. What 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, being scratched)
- Disruption (e.g., leaving seats without permission and not responding to requests)
- Self-harm behaviors (e.g., hitting self, biting self)

What about behaviors like tantrums, inappropriate language, property destruction, or general disruptive behavior?
We would document these if we have attempted to redirect the child and the child's current response to the attempt did not work. If a single or two behaviors occur if they happen with a frequency, intensity, or duration that seems unusual or not typical.

What information does the BIR ask for?

- Student Behavior
- Activity
- Other Involved
- Health Information
- Response
- Administrative Follow-up
- Child Description

There were so many behaviors that happened at once...
Only enter one behavior. Pick the most serious behavior. For example, a child hit another child with a toy and used inappropriate language. You have to decide which was a more serious, or more visible, behavior to be the most serious. Select that for the BIR.

If I only select one behavior, won't we be losing important information?
There is space on the BIR to enter any other data about behavior that might have occurred.



'I am here to teach, not to collect data'

- Introduce collecting with enthusiasm
- Make it relatable
- Use the 'Behavior Incident Report: Staff Introduction' PowerPoint
- Emphasize benefits to teachers, classrooms and programs



BIR Intro for Teachers Sample Slides

Program-Wide Example

From 'Program Summary' of BIRs

How Data Can Help In a Classroom

- The BIR system generates graphs for a classroom-level look
- The 'Classroom Summary' includes for each classroom:
 - Number of incidents per child
 - Total number of incidents per month
 - Percent of BIRs by
 - Problem behavior
 - Activity
 - Response



Ways to Use BIR data

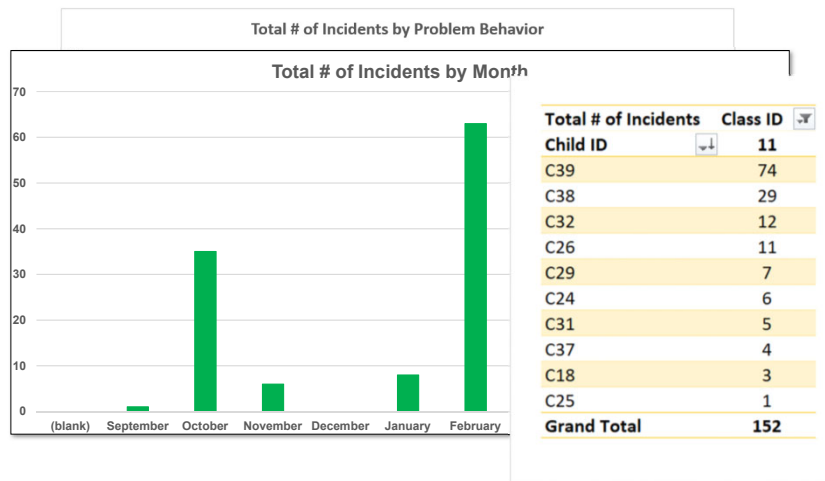
'I have only ever used BIRS for individualized supports. Can't it be used for prevention before this level of support is needed?'



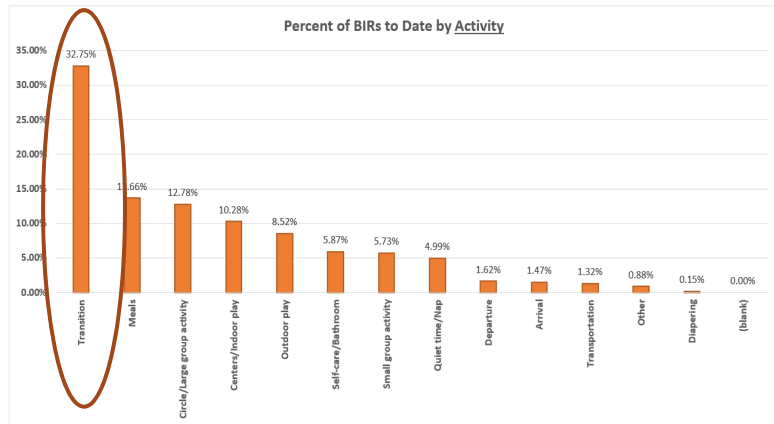
Classroom-level
Program-level



Classroom Level Example



Program-Wide Example From 'Program Summary' of BIRs



Can BIRs be used in Behavior Support Planning?

- Data can inform behavior support plans. Can assist with:
 - Identifying function
 - Identifying problematic activity/routine
 - Identifying responses to behavior incidents previously used
- Additional data will need to be collected for individualized planning



Addressing Time

‘When we used BIRS last year, teachers said even when it’s just a check mark it takes a lot of time.’

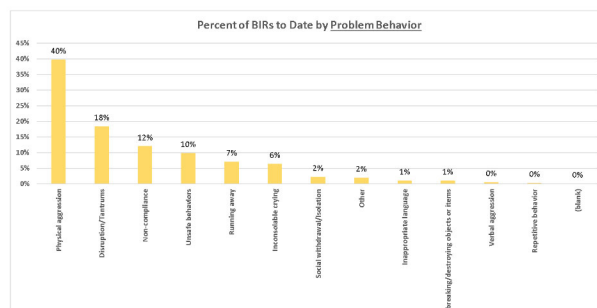
Questions to Consider:

- How were teachers trained to complete the BIR?
- Is this the majority of teachers or just a couple?
- Has any additional coaching for completing the BIR occurred?



Sharing Data

- Frequently share data
- Graphical representation
- Select data based on purpose of sharing



Family Child Care Homes

- Training
- Complete BIRs
- Program-Wide Approach
- Part of Individualized Behavior Support Planning



Should BIRs be completed for distance learning?

Considerations:

- What is considered a 'behavior incident'?
- Purpose of data collection
- Partnering with families



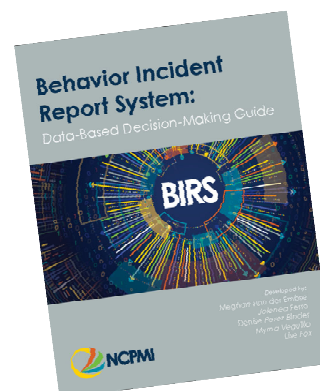
Trainings

- How will staff be trained (new and existing)?
- How and when to complete a BIR
 - Teachers and staff who might complete a BIR
- How to enter data
 - Data entry staff
 - Data coordinator
- Data Analysis
 - Use the BIRS Data-Based Decision-Making Guide
- Webinars



Data-Based Decision-Making and Data Review

- Use the guide to review data
 - Monthly
 - Equity data quarterly
- Where do I start? There are so many charts and tables!

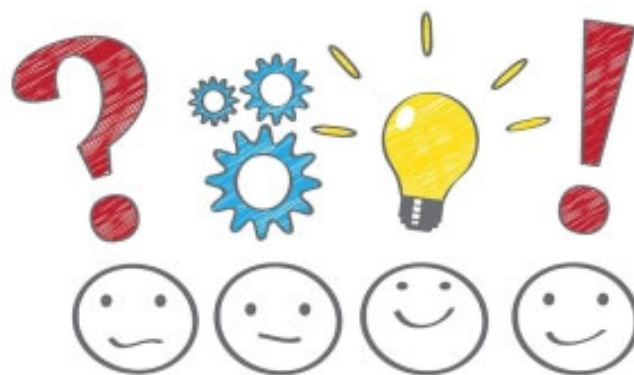




- Next webinar: *Data-Based Decision-Making Using the BIRS*
- November, 2020 (*registration announced in October*)



Questions



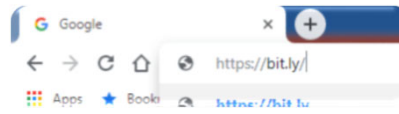
Survey and Certificate

Live Viewers

- Email with survey link (in 1 hour)

Recording Viewers

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



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and more...



Thank You

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