






# Data Decision-Making Using the BIRS

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## Agenda

-  Data Decision-Making
-  BIRS Excel
-  BIRS Data-Based Decision-Making Guide: Putting into Action
-  Putting it All Together & Final Questions



## Questions?

Use the Q&A button  
to submit  
questions/comments



## Setting the Stage



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

Webinar 2: Addressing Challenging Behavior through Data:  
Implementing the BIRS in an Early Childhood Program

Webinar 3: Addressing BIRS Implementation Challenges

### Additional Webinars:

Using the Behavior Incident Report System (BIRS) to Support  
Practitioners around Children Who Engage in 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

## Behavior Incident Report System: Data-Based Decision-Making Guide

**Behavior Incident Report System:  
Data-Based Decision-Making Guide**

Developed by:  
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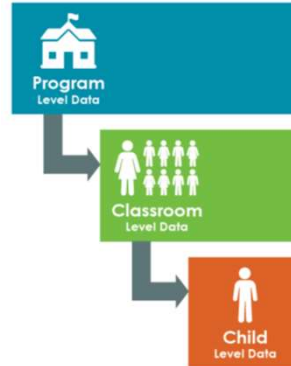
Behavior Incident Report System; Data-Based Decision-Making Guide

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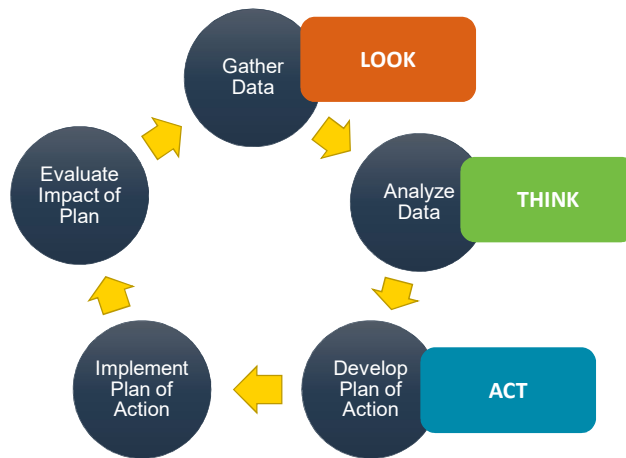
\* Guide x

### Training teams to have the capacity to:

- Prepare data for monthly meetings
- Know what data to bring to monthly meetings
- Interpret data using summaries and graphs
- Engage in data-based decision-making using BIR data
- Complete Quarterly Equity Review



### Data Decision-Making Cycle



## Team Facilitation

Data Coordinator



Reviews Data & Prepares

- Patterns and trends
- Highlights critical data
- Selects graphs and tables to share



Team can focus on  
**Action Planning**  
during the monthly  
data review

## BIR Review Summary Worksheet

Behavior Incident Report System: Data-Based Decision-Making Guide  
**Data Coordinator Monthly BIR Data Review Summary**

Look - What I want to share...

Program Data:

Classroom Data:

Child Data:

Think - What I want to share...

Program Data:

Classroom Data:

Child Data:

Prepared Precision Statements:

BIRs are most commonly identified

for \_\_\_\_\_ [Problem Behavior]

in \_\_\_\_\_ [Activity]

with \_\_\_\_\_ [Others Involved]

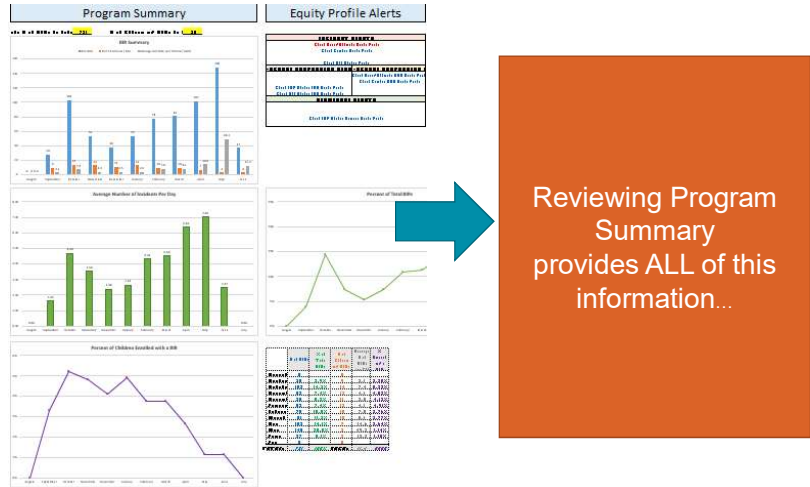
to \_\_\_\_\_ [Possible Motivation]

The most common response is \_\_\_\_\_ [Response]

with \_\_\_\_\_ [Admin Follow-Up]

\*See page 25 for guidance.

## Preparing for Monthly Meeting



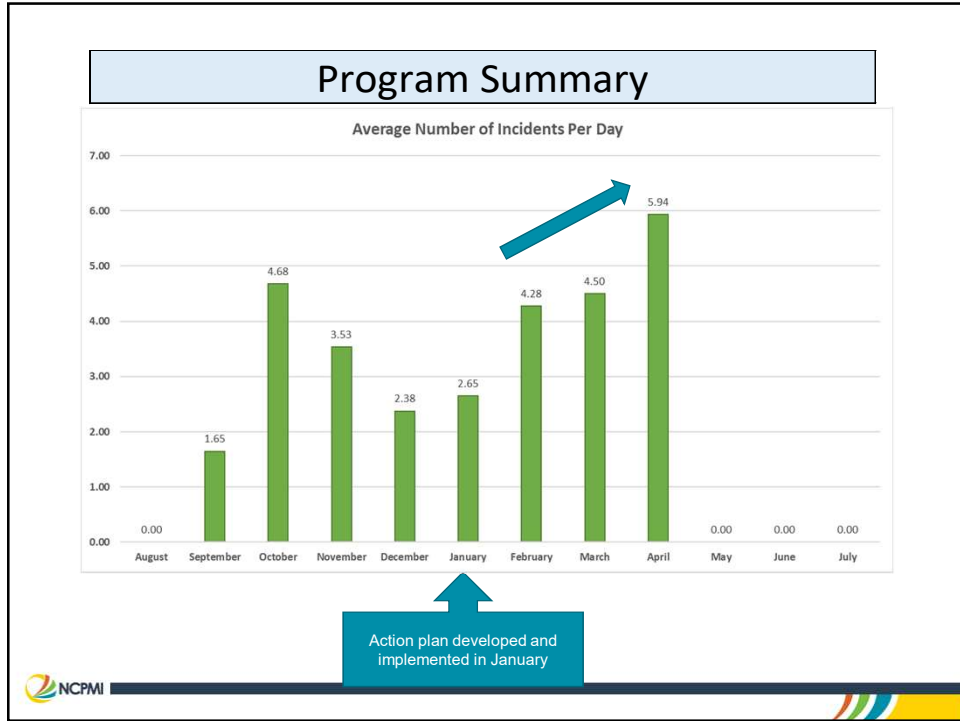
## Why Start at the Program Summary?

### Easily assess a visual change:

- Changes in response to action plan
- Trends across time

### Easily assess alerting data:

- Increase in # of children identified with BIRs or increase in average # of BIRs per child
- Teacher and administrator responses to behavior that might be less desirable or inappropriate (e.g., physical hold/restraint, temporary removal from classroom, etc.)

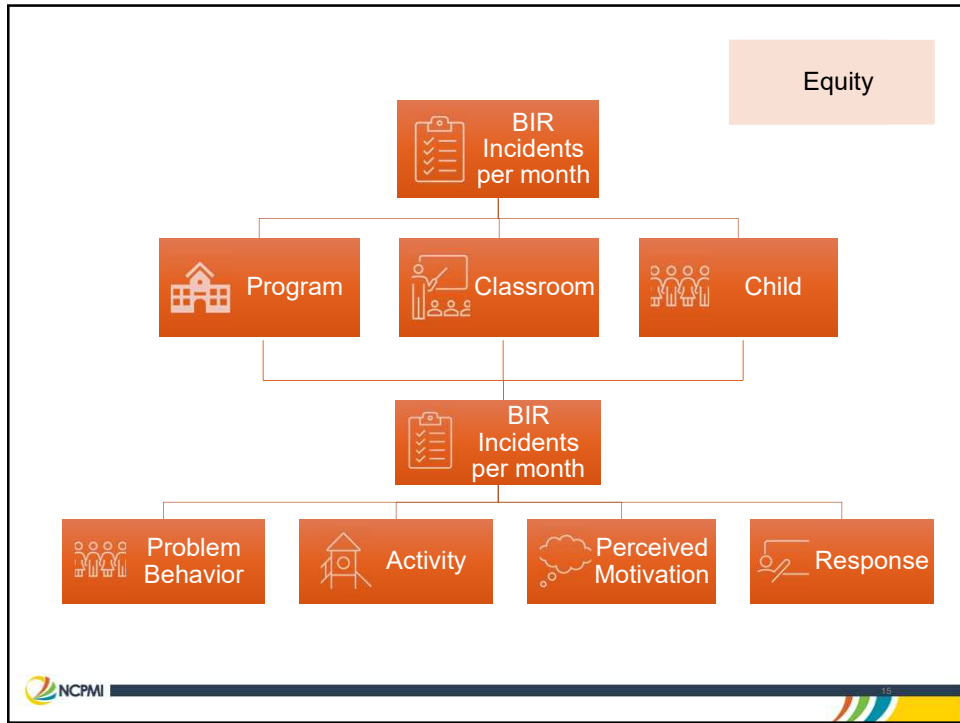


### Big Questions to Answer

Questions	Data Source	Excel Tab Name
<i>Is problem behavior increasing or decreasing?</i>	Average Number of Incidents Per Day	► Program Summary
<i>Who are the children that are experiencing challenging behavior?</i>	Incidents by Child Incidents by Classroom ID	► Monthly BIRs by Child ID ► Monthly BIRs by Classroom ID
<i>Who are others involved with incidents?</i>	Incidents by Others Involved	► Others Involved
<i>When does problem behavior occur – routine/activity?</i> <i>Where does problem behavior most frequently occur – location?</i>	Incidents by Activity	► Activity
<i>What behaviors are most frequently reported?</i>	Incidents by Problem Behavior	► Problem Behavior
<i>Why are children engaging in challenging behavior?</i> <i>What social, emotional, or communication skills need to be taught?</i>	Incidents by Possible Motivation	► Possible Motivation
<i>How are we responding to challenging behavior?</i>	Incidents by Response Incidents by Administrative Follow-Up	► Response ► Admin Follow-Up

\* Guide 11

NCPMI



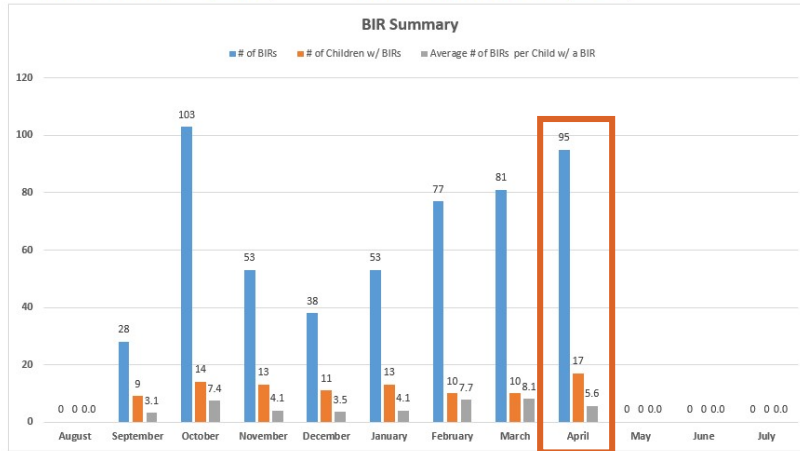
# Program Level

The slide features the text "Program Level" in a large, teal font on the left side. On the right side, there is a dark blue rectangular background. Overlapping this background is a circular magnifying glass icon with a white border. Inside the magnifying glass, a blue heartbeat line is visible. The NCPMI logo is located in the bottom left corner of the slide.



## Monthly Data Review Practice: Look

Total # of BIRs to date: **528**      Total # of Children w/ BIRs to date: **37**

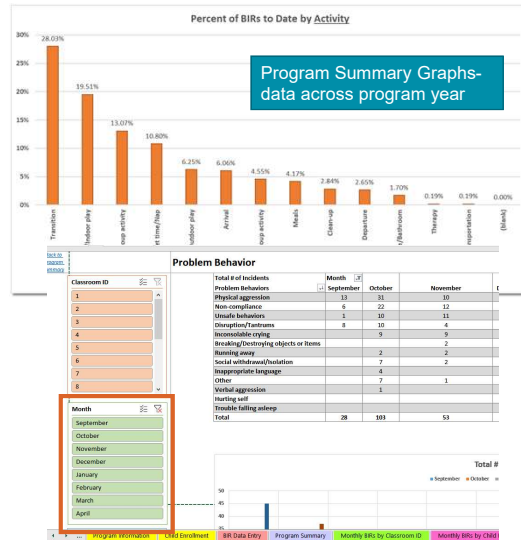


vdEM6

## Gathering Monthly Data

To gather data for monthly meeting, you will need to filter data.

- Program summary graphs are cumulative. Cannot provide monthly data.
- Tabs within the spreadsheet have ability to filter by month.



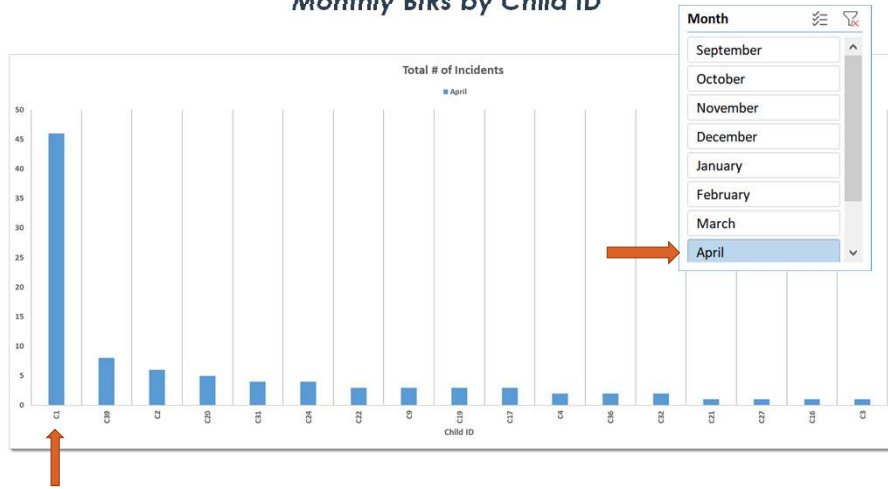
## Slide 18

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**vdEM6** Try to say this throughout. Delete?  
von der Embse, Meghan, 11/5/2020

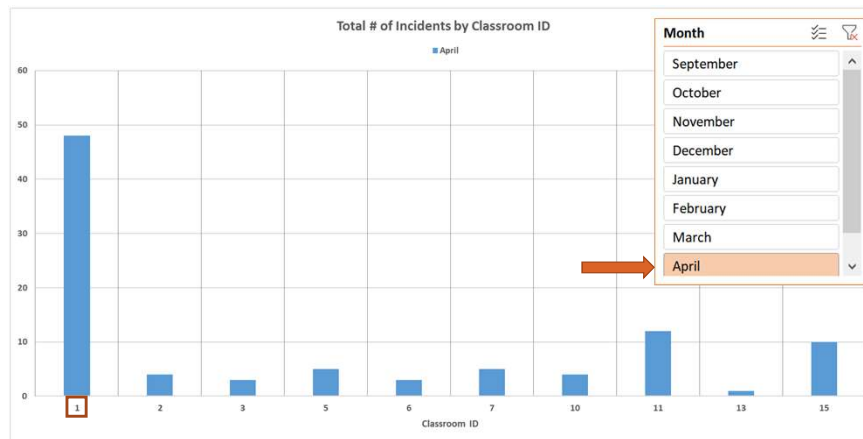
## Who are the children that are experiencing challenging behavior?

### Monthly BIRs by Child ID



## Who are the children that are experiencing challenging behavior?

### Monthly BIRs by Classroom ID



## Who are the others involved with the incidents?

### Others Involved

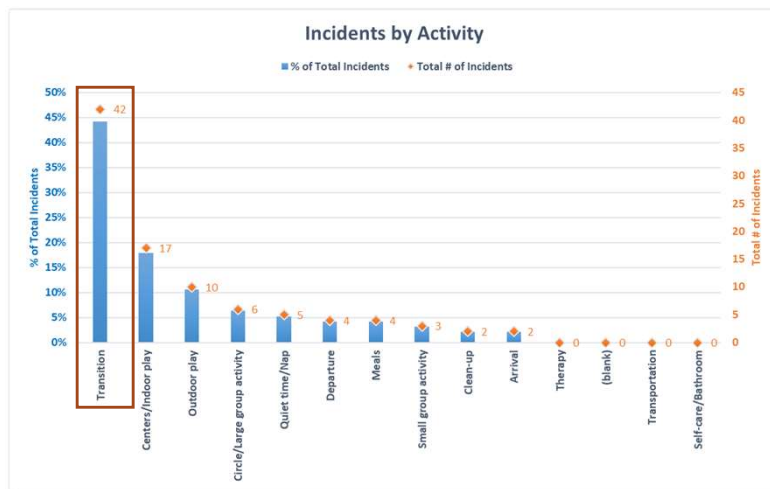
Classroom ID	(All)
Month	April

Values		
Others Involved	% of Total Incidents	Total # of Incidents
Teacher	45.26%	43
Peers	20.00%	19
Assistant Teacher	12.63%	12
Support/Administrative staff	8.42%	8
None	8.42%	8
Other	5.26%	5
Substitute	0.00%	0
Classroom volunteer	0.00%	0
(blank)	0.00%	0
Family Member	0.00%	0
<b>Total</b>	<b>100.00%</b>	<b>95</b>



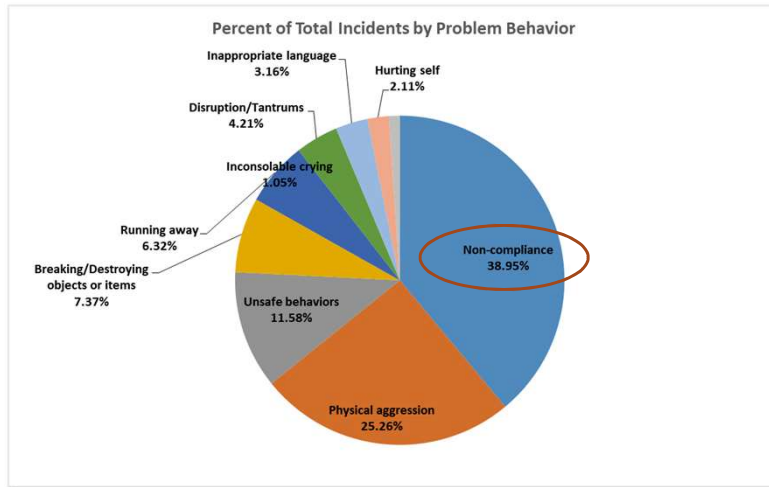
## During what routine does problem behavior occur?

### Activity



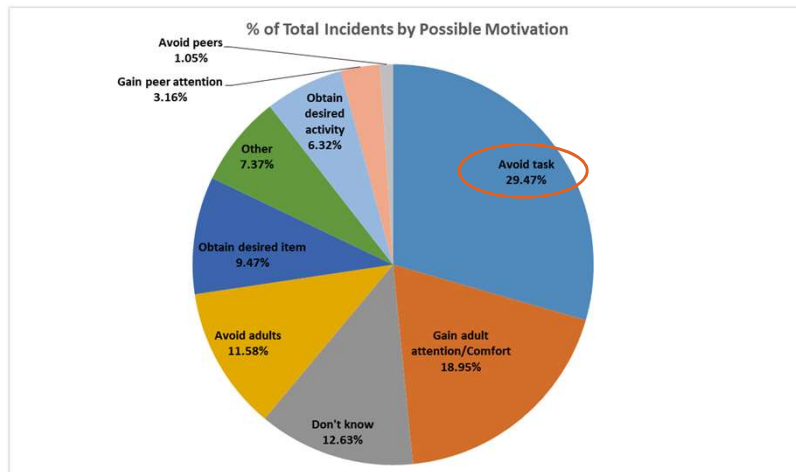
## What behaviors are most frequently reported?

### Problem Behavior



## Why are children engaging in challenging behaviors?

### Possible Motivation



## How are we responding to challenging behaviors?

### Response

Classroom ID (All)

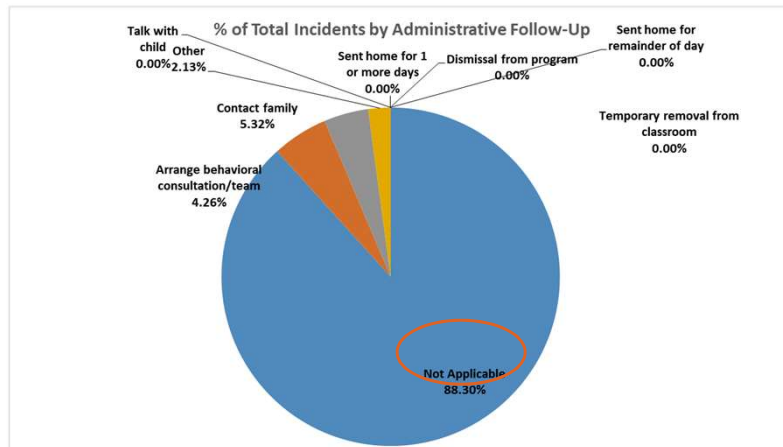
Month April

Values		
Response	% of Total Incidents	Total # of Incidents
Verbal reminder	36.84%	35
Re-teach/Practice expected behavior	21.05%	20
Other	13.68%	13
Physical guidance	9.47%	9
Remove from area	3.16%	3
Remove item	3.16%	3
Time in a different classroom or adult c	3.16%	3
Redirect to different activity/toy	2.11%	2
Physical hold/Restrain	2.11%	2
Remove from activity	2.11%	2
Time with a teacher	2.11%	2
Move within group	1.05%	1
Loss of activity	0.00%	0
Teacher contact family	0.00%	0
Provide physical comfort	0.00%	0
<b>Total</b>	<b>100.00%</b>	<b>95</b>



## How are we responding to challenging behaviors?

### Admin Follow Up



## Think about Program Data:

- Now that we have looked at the program data, what do we know?
  - *Non-compliance with teachers during transitions to avoid tasks*
- What else might we want to know?
  - Use the Think Questions to guide the process
  - Revisit BIR data to answer additional questions
  - Obtain additional information from other sources



\* Guide 17

## Classroom Level



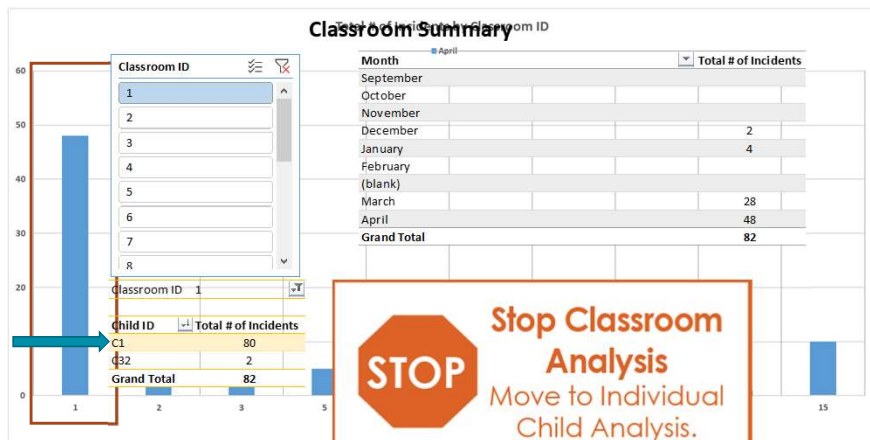
## Classroom Level Look

1. Click on **Monthly BIRs by Classroom ID** tab located at the bottom of the spreadsheet.
2. Use the table or bar graph to locate classrooms with a higher number of incidents.
3. Switch to the **Classroom Summary** tab.
4. Select (highlight) the Classroom ID of interest.
5. Review the small table in the right-hand corner to determine the number of children with BIRs in the classroom. *If one child is responsible for the majority of BIRs within the selected classroom, move to Individual Child Analysis.*
6. Scroll down to view all the graphs and table associated with the Classroom ID. View the following information:
  - ▶ Incidents by month
  - ▶ Incidents by problem behavior
  - ▶ Incidents by activity
  - ▶ Incidents by others involved
  - ▶ Incidents by possible motivation
  - ▶ Incidents by response
  - ▶ Incidents by administrative follow-up
  - ▶ Incidents by time of day

\* Guide 18



## Classroom Level Look



\* Guide 19





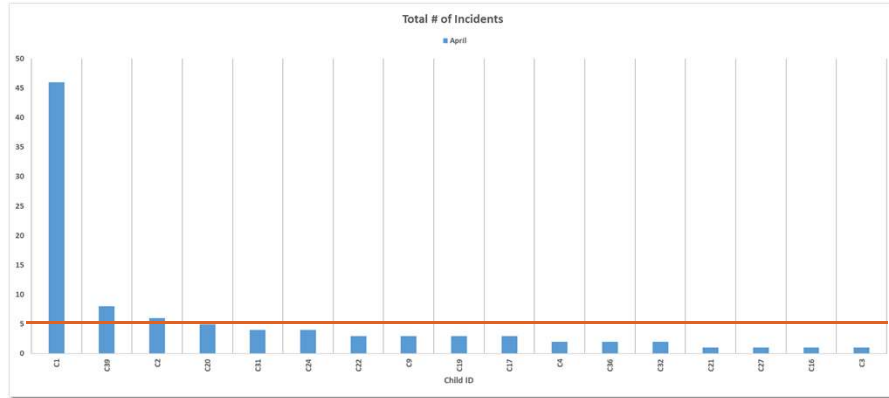
## Individual Child Level Look



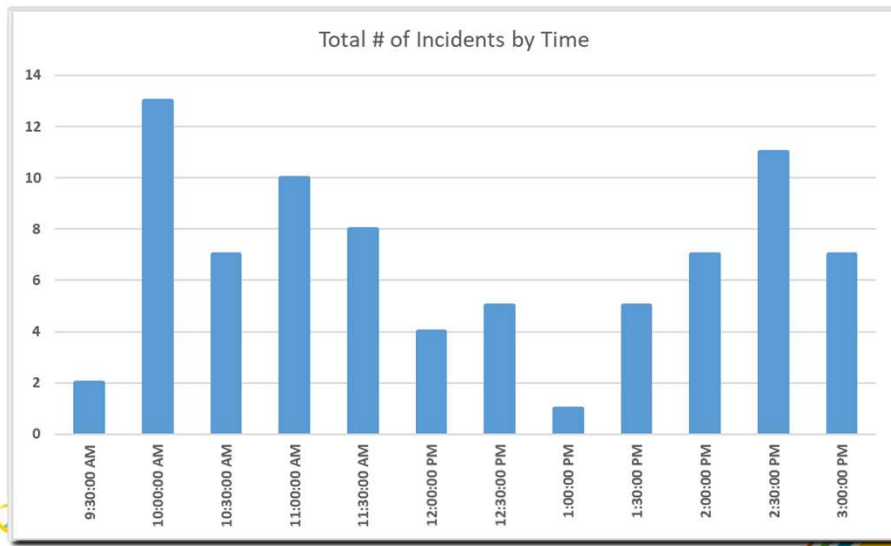
## Individual Child Level Look

1. Click on the **Monthly BIRs by Child ID** tab
2. Use table or bar graph to look at the Total Number of Incidents by Child ID
3. List children who have a higher number of incidents per month (e.g., > 5 in a month)
4. Switch to **Child Summary** tab
5. Select (highlight) the Child ID of interest
6. Scroll down to view *all* the graphs and tables associated with the Child ID. View the following information:
  - ▶ Total incidents over months
  - ▶ Incidents by type for current month
  - ▶ Activities for current month
  - ▶ Motivations for current month
  - ▶ Responses for current month

## Individual Level Child Look Monthly BIRs by Child ID



## Individual Child Data Look: C1 Child Summary



## Think about Individual Child Data

- Were there changes at home or school that might affect the recent child incidents?
- Are there patterns in perceived motivations?
- Are the teacher responses effective?
- Does the child have a behavior support plan in place? Did the behavioral consultation take place?
- Is the child DLL? Is this child on an IEP?

\* Guide 24



## Precision Statements





### During Team Meeting: Use of objective data-based decision making

- Precision Statements:
  - Allow movement from a primary or basic understanding of a situation to a more precise, data-focused understanding
  - Primary statements include general descriptor of a concern or a problem
  - Precision statements are **objective, data-based** descriptions of an existing problem or current status
  - Starts with an overall concern that needs addressed and uses the Look-Think-Act process to narrow or “drill down” to develop the precision statement
- By using data and defining the problem in specific terms, leadership teams can develop data summaries that are **matched** to the guiding questions for problem solving.

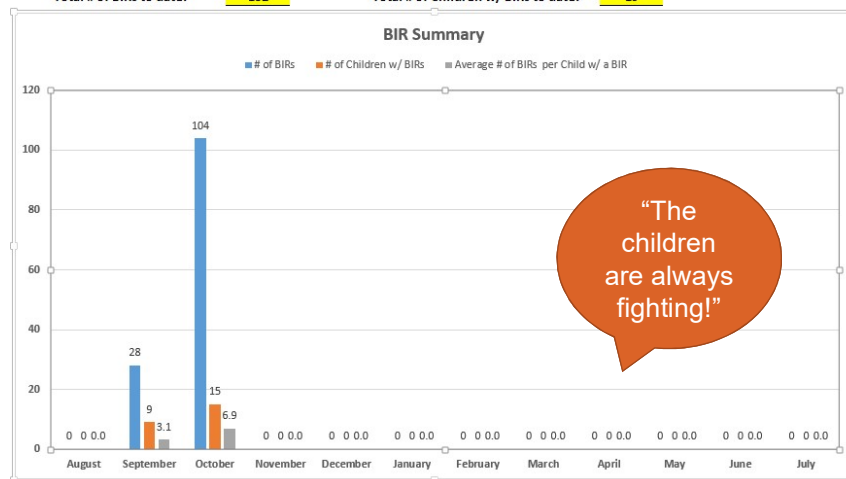
\* Guide 25-28

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## Data Set

Total # of BIRs to date: **132**

Total # of Children w/ BIRs to date: **19**



“The children are always fighting!”



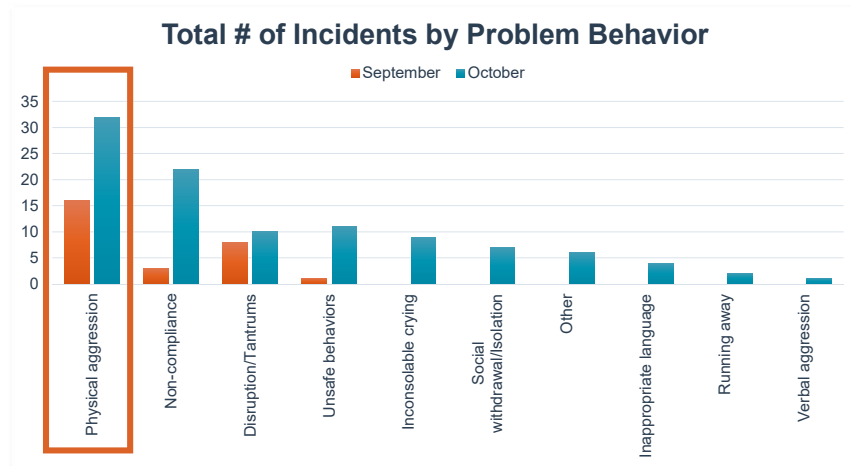
## Develop a precision statement



- This statement is very general.
- Is the statement true?
- There is **not** enough information for the leadership team to develop an action plan.



## Develop a Precision Statement



## Develop a Precision Statement



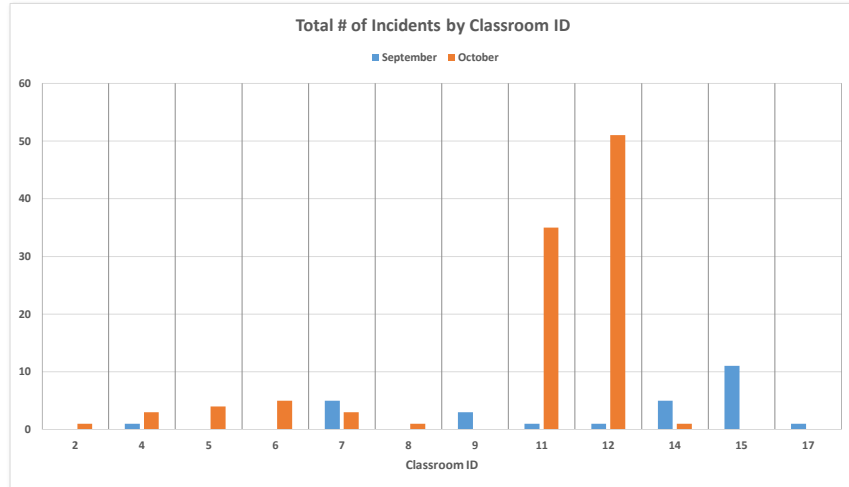
- **Think** about the data:

- Are there classrooms that have more BIRs than others?
- Are behavior incidents occurring across all children or isolated to a few children?

- Answer the Big Questions for Physical Aggression



## Develop a Precision Statement



## Develop a Precision Statement



**Problem Behavior**

- Disruption/Tantrums
- Inappropriate lang...
- Inconsolable crying
- Non-compliance
- Physical aggression**
- Running away
- Social withdrawal/I...
- Unsafe behaviors

**Activity**

- Centers/Indoor play
- Circle/Large group ...
- Debuture
- Meals
- Outdoor play
- Quiet time/Nap
- Small group activity
- Transition

**Others Involved**

- Assistant Teacher
- Peers
- Teacher

**Possible Motivation**

- Avoid peers
- Avoid task
- Don't know
- Gain adult attention/C...
- Gain peer attention

**Response**

- Loss of activity
- Other
- Physical guidance
- Physical hold/Restr...
- Redirect to differe...
- Remove from activity
- Remove from area
- Remove Item

**Administrative Follow...**

- Contact family
- Not Applicable

**Gender**

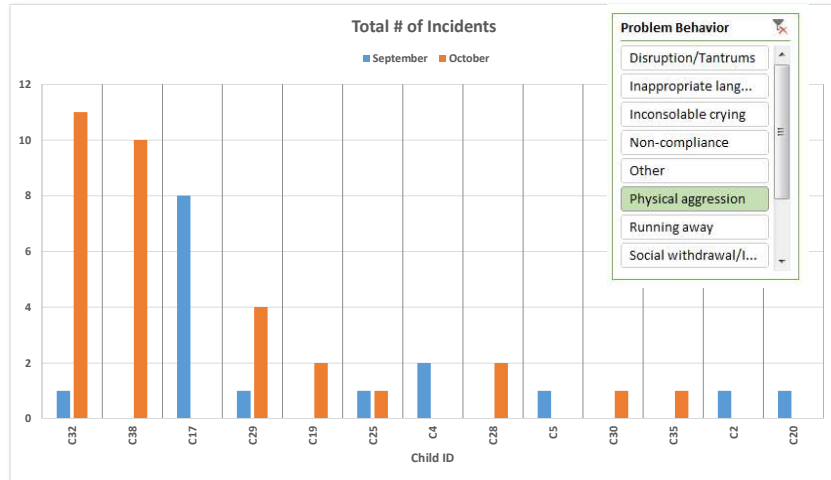
- Female
- Male

Classroom ID	% of Total Incidents	Total # of Incidents
12	33.33%	16
11	29.17%	14
15	20.83%	10
14	4.17%	2
6	4.17%	2
9	4.17%	2
8	2.08%	1
17	2.08%	1
<b>Grand Total</b>	<b>100.00%</b>	<b>48</b>

\* Guide 20



# Develop a Precision Statement



# Develop a Precision Statement



Problem Behavior	Physical aggression	Total # of Incidents
Problem Behavior	Physical aggression	
Problem Behavior	Physical aggression	
Problem Behavior	Physical aggression	
Administrative Follow Up		
Not applicable		12
Teach replacement activity		3
Assign/reassign/Restrain		1
Send home for 1 or more days		0
Substitution		0
Send home for remainder of day		0
Family support program		0
Other		0
Non-teacher contact family		0
Non-teacher behavioral consultation/team		0
Redirect to different activity/toy		0
<b>Total</b>		<b>48</b>
Provide physical comfort		0
Temporary removal from classroom		0
<b>Total</b>		<b>48</b>
Small group teacher		0
<b>Total</b>		<b>48</b>
Arrival		0
<b>Total</b>		<b>48</b>





## Summarize the Data

Big Questions	
Behavior	Physical Aggression
Activity	Centers/Indoor Play
Others Involved	Peers
Possible Motivation	Obtain Desired Item
Strategy/Response	Verbal Reminder
Administrative Follow-Up	None



## Precision Statement



BIRs are most commonly identified for Physical Aggression in Centers/Indoor Play with Peers to Obtain Desired Item. The most common response is Verbal Reminder with No Administrative Follow-Up.

For all classrooms?  
 NO- For Classrooms 11 & 12

This statement **CAN** be used to develop an action plan. By using an effective data-based process, the leadership can develop action items that are directly linked to the data.

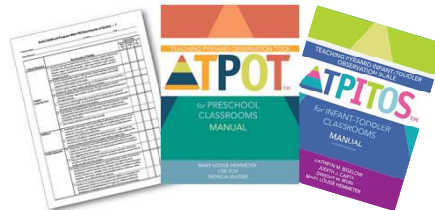


# Pulling it All Together



## Data Decision-Making

- Implementation
  - Benchmarks of Quality
  - TPOT, TPITOS
  - Coaching Logs
- Child
  - Behavior Incidents (BIR)
  - Rating Scales
  - Curriculum-based progress monitoring
  - Behavior/skill progress monitoring



## Action Planning



## Lessons Learned

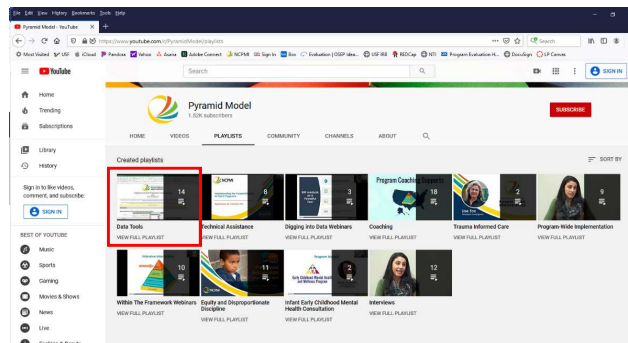
### Programs that use the BIR System effectively:

- Are efficient in their ability to support children and teachers.
- Review data over time to determine capacity and ability to respond to challenging behavior.
- Have a lens on response to behavior.
- Understand that use of BIRS is one of the many data components in Pyramid Model Implementation (it is not THE answer).



## How to Print Graphs in the BIRS Spreadsheet

- YouTube video on how to print tables, charts, tabs





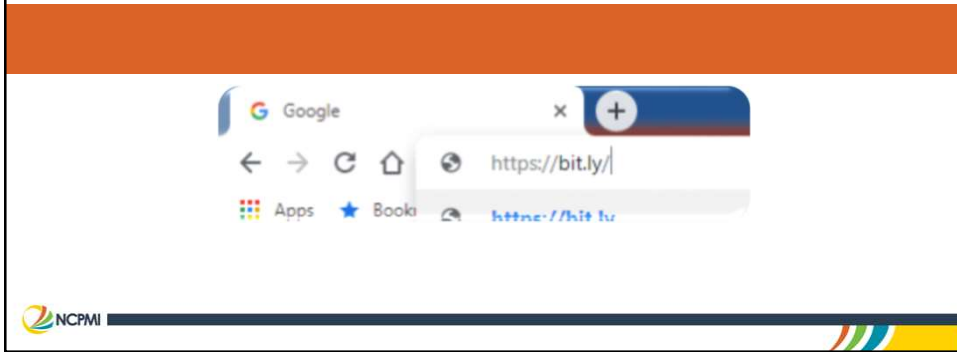
- Next webinar will discuss the equity alerts and profiles, disproportionality, and coaching resources
- January 2021 (*registration announced in December*)

**Questions?**

## Survey and Certificate

### Recording Viewers

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



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## Thank You



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