



Using the Behavior Incident Report System: I have an Equity Alert, now what?

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**Pyramid Model
INNOVATIONS**
ChallengingBehavior.org

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

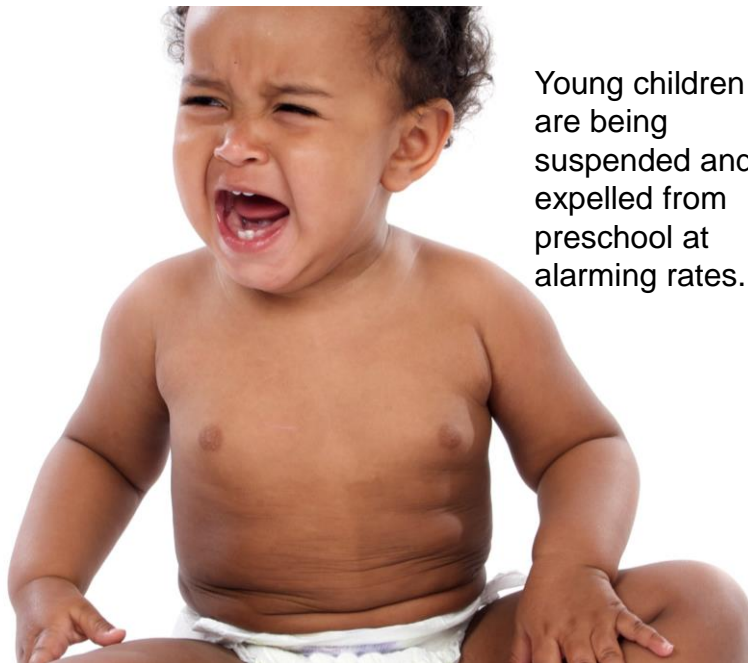
Webinar 4: Data Decision-Making Using the BIRS

Additional Webinars:

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

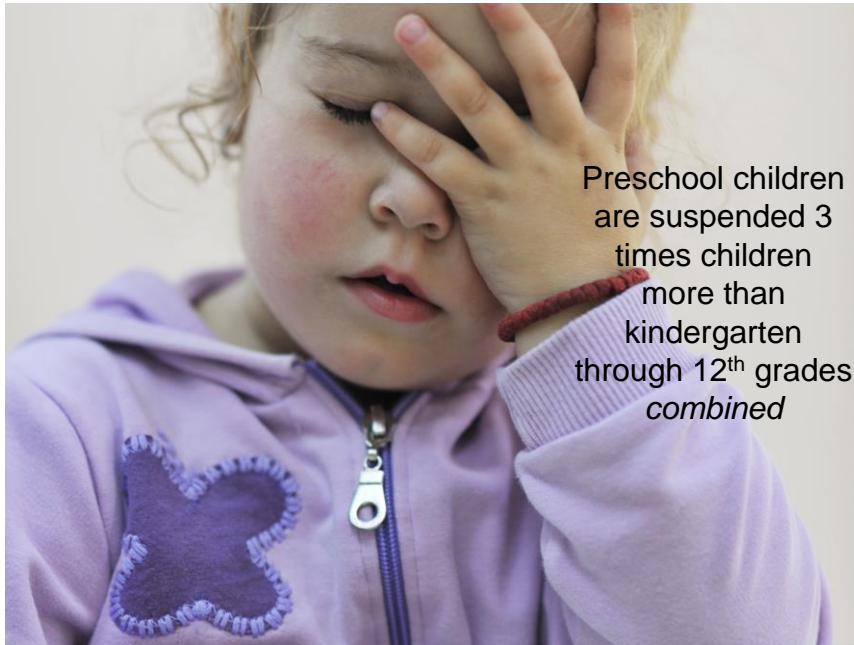
Prevention and Promotion

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



Young children are being suspended and expelled from preschool at alarming rates.





Preschool children
are suspended 3
times children
more than
kindergarten
through 12th grades
combined



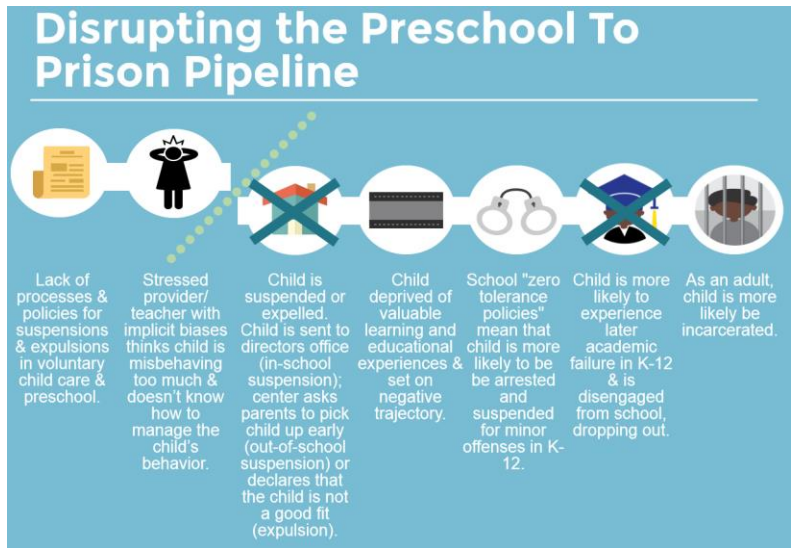
Disproportionality in Early Childhood Discipline

The Office for Civil Rights data collection report for 2013-2014 reveal patterns of racial and gender disproportionality:

- Boys represent 54% of the preschool population but 78% of those suspended.
- African American preschoolers are 3.6 times more likely to be suspended than their White peers.
- African American boys represent 19% of Male preschool enrollment but 45% of those suspended
- African American girls are 20% of preschool female population but 54% of girls suspended from preschool

U.S. Department of Education Office for Civil Rights. (2016, August 10).
Civil rights Data Collection (p3). Washington, DC: Author.

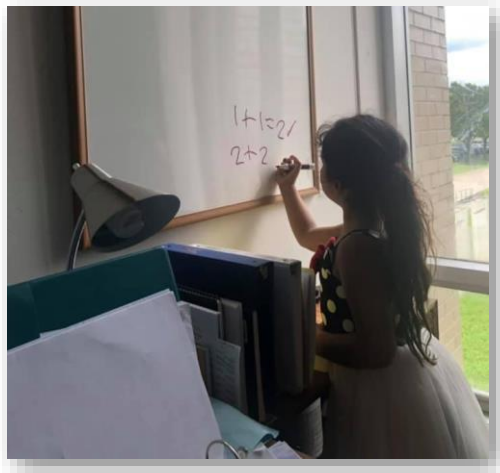




Graphic from: Preventing suspensions and expulsions from early childhood settings. <https://preventexpulsion.org>



Start with the Data



BIRS Excel Spreadsheet



BIRS Equity Profile Alerts

Child Name	Child ID	Gender	DLL Status	NP	Ethnicity	Race	Enrollment Status	Notes (if discontinued, include date here)
C1	Male	Non-DLL	Yes	Not Hispanic or Latino	White	Enrolled		
C2	Male	Non-DLL	Yes	Not Hispanic or Latino	White	Enrolled		
C3	Female	Non-DLL	Yes	Hispanic or Latino of any race		Enrolled		
C4	Male	Non-DLL	Yes	Hispanic or Latino of any race		Enrolled		
C5	Female	Non-DLL	Yes	Hispanic or Latino of any race		Enrolled		
C6	Female	Non-DLL	No	Hispanic or Latino of any race		Enrolled		
C7	Female	Non-DLL	No	Hispanic or Latino of any race		Enrolled		
C8	Female	DLL	No	Hispanic or Latino of any race		Enrolled		
C9	Male	Non-DLL	No	Not Hispanic or Latino	White	Enrolled		
C10	Male	Non-DLL	No	Hispanic or Latino of any race		Enrolled		
C11	Male	DLL	No	Hispanic or Latino of any race		Enrolled		
C12	Male	Non-DLL	No	Hispanic or Latino of any race		Enrolled		
C13	Female	DLL	No	Hispanic or Latino of any race		Enrolled		
C14	Male	Non-DLL	No	Not Hispanic or Latino	White	Enrolled		
C15	Male	Non-DLL	No	Hispanic or Latino of any race		Disenrolled		
C16	Female	Non-DLL	No	Hispanic or Latino of any race		Enrolled	Switch in classrooms from #2 to #3 on 3/1/2020	
C17	Male	DLL	No	Hispanic or Latino of any race		Enrolled		
C18	Female	DLL	No	Hispanic or Latino of any race		Enrolled		
C19	Male	Non-DLL	No	Hispanic or Latino of any race		Enrolled		
Michael Otter	C20	Male	DLL	No	Not Hispanic or Latino	White	Enrolled	
C21	Male	Non-DLL	No	Not Hispanic or Latino	White	Enrolled		
Michael Bear	C22	Male	Non-DLL	No	Hispanic or Latino of any race		Enrolled	
C23	Male	Non-DLL	No	Hispanic or Latino of any race		Enrolled		
Melissa Dolphin	C24	Female	Non-DLL	No	Hispanic or Latino of any race		Enrolled	
C25	Male	DLL	No	Hispanic or Latino of any race		Enrolled		
Nancy Flamingo	C26	Female	DLL	No	Hispanic or Latino of any race		Enrolled	
C27	Male	Non-DLL	No	Not Hispanic or Latino	Black or African American	Enrolled		
John Elephant	C28	Male	Non-DLL	No	Not Hispanic or Latino	Black or African American	Enrolled	
C29	Male	DLL	No	Hispanic or Latino of any race		Enrolled		
C30	Male	Non-DLL	No	Hispanic or Latino of any race		Enrolled		
Jack Giraffe	C31	Male	DLL	No	Hispanic or Latino of any race		Enrolled	
C32	Male	Non-DLL	No	Hispanic or Latino of any race		Enrolled		
C33	Female	Non-DLL	No	Not Hispanic or Latino	White	Enrolled		
C34	Male	Non-DLL	No	Hispanic or Latino of any race		Enrolled		
C35	Male	DLL	No	Hispanic or Latino of any race		Disenrolled	Moved 4/4/20	
C36	Female	DLL	No	Not Hispanic or Latino	White	Enrolled		
C37	Male	Non-DLL	No	Hispanic or Latino of any race		Enrolled		
C38	Male	Non-DLL	Yes	Hispanic or Latino of any race		Disenrolled	Disenrolled 10/11/19	



Equity Profile Example

Race/Ethnicity – BIR Frequency

Race/Ethnicity Equity Profile for Incident Frequency
 Report Date: 1/18/2019 14:24

[Link to Program Summary](#)

	Number of Children Enrolled at the School*	Number of Children in Group Who Received a BIR	Total Number of BIRs from Group	Group's Percent of Enrollment	Guiding Question 1: Are outcomes equitable for all groups?			Guiding Question 2:	
					Child Composition	BIR Ratio	BIR Rate	Risk Ratio	Difference
					The % of Children with BIRs who belong to a target group; RED cells suggest disproportionality	BIR Rate for group divided by the BIR Rate for all other Children; 1.0 is equal	Total number of BIRs for group divided by the number of enrolled Children from that group	Group's risk of receiving a BIR compared to all other Children; 1.0 is equal	Child Composition minus the Enrollment; Positive suggests disproportionality
American Indian or Alaskan Native	2	0	0	0.7%	0.0%	0.00	0.00	0.00	-0
Asian	20	0	0	7.2%	0.0%	0.00	0.00	0.00	-7
Black or African American	10	1	30	3.6%	2.6%	1.15	3.00	0.72	-1
Hispanic or Latino of any race	156	29	393	56.5%	76.3%	0.92	2.52	2.48	19
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0.0%	N/A	N/A	N/A	N/A
Two or more races	20	0	0	7.2%	0.0%	0.00	0.00	0.00	-7
White	68	8	298	24.6%	21.1%	2.15	4.38	0.82	-3
Totals	276	38	731	100.0%					

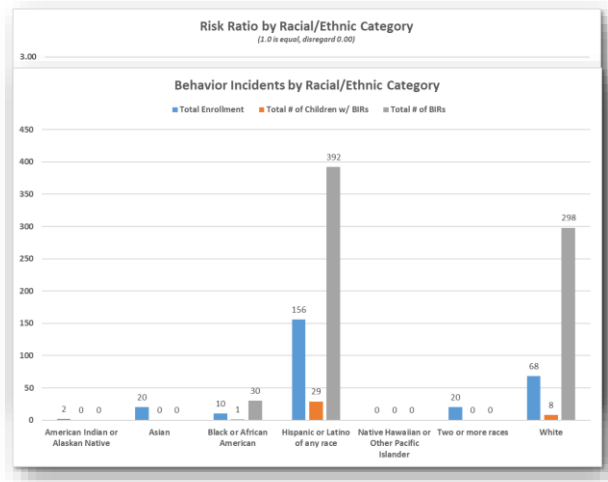


Statements

American Indian or Alaskan Native	<p>BIR Rate: Children identified as American Indian or Alaskan Native receive an average of 0 BIRs per child.</p> <p>Risk Ratio: American Indian or Alaskan Native children are 0 times more likely to have at least one BIR than all other children.</p> <p>Diff. in C Comp: American Indian or Alaskan Native children's representation among children who receive BIRs is 0.7 percentage points lower than expected given American Indian or Alaskan Native children's percentage of the child enrollment.</p> <p>Diff. in R Comp: The percentage of BIRs attributed to American Indian or Alaskan Native children is 0.7 percentage points lower than expected given American Indian or Alaskan Native children's percentage of the child enrollment.</p> <p>BIR Comp: Of the 721 BIRs generated, 0% were attributed to American Indian or Alaskan Native children.</p> <p>Risk: Of the 2 American Indian or Alaskan Native children, 0% have at least one BIR.</p>
Asian	<p>Child Comp: Of the 38 children who received at least one BIR, 0% are Asian; this group comprises 7.2% of the total child enrollment.</p> <p>BIR Ratio: The average number of BIRs per child for Asian children is 0 times the BIR rate for all other children.</p> <p>BIR Rate: Children identified as Asian receive an average of 0 BIRs per child.</p> <p>Risk Ratio: Asian children are 0 times more likely to have at least one BIR than all other children.</p> <p>Diff. in C Comp: Asian children representation among children who receive BIRs is 7.2 percentage points lower than expected given Asian children's percentage of the children body.</p> <p>Diff. in R Comp: The percentage of BIRs attributed to Asian children is 7.2 percentage points lower than expected given Asian children's percentage of the child enrollment.</p> <p>BIR Comp: Of the 721 BIRs generated, 0% were attributed to Asian children.</p> <p>Risk: Of the 20 Asian children, 0% have at least one BIR.</p>
Black or African American	<p>Child Comp: Of the 38 children who received at least one BIR, 2.6% are Black or African American; this group comprises 3.6% of the total child enrollment.</p> <p>BIR Ratio: The average number of BIRs per child for Black or African American children is 1.15 times the BIR rate for all other children.</p> <p>BIR Rate: Children identified as Black or African American receive an average of 3 BIRs per child.</p> <p>Risk Ratio: Black or African American children are 0.22 times more likely to have at least one BIR than all other children.</p> <p>Diff. in C Comp: Black or African American children's representation among children who receive BIRs is 1 percentage points lower than expected given Black or African American children's percentage of the child enrollment.</p> <p>Diff. in R Comp: The percentage of BIRs attributed to Black or African American children is 0.5 percentage points higher than expected given Black or African American children's percentage of the child enrollment.</p> <p>BIR Comp: Of the 721 BIRs generated, 4.2% were attributed to Black or African American children.</p> <p>Risk: Of the 10 Black or African American children, 30% have at least one BIR.</p>
Hispanic or Latino of any race	<p>Child Comp: Of the 38 children who received at least one BIR, 76.3% are Hispanic or Latino of any race; this group comprises 56.5% of the total child enrollment.</p> <p>BIR Ratio: The average number of BIRs per child for Hispanic or Latino of any race children is 0.92 times the BIR rate for all other children.</p> <p>BIR Rate: Children identified as Hispanic or Latino of any race receive an average of 2.52 BIRs per child.</p> <p>Risk Ratio: Hispanic or Latino of any race children are 2.48 times more likely to have at least one BIR than all other children.</p> <p>Diff. in C Comp: Hispanic or Latino of any race children's representation among children who receive BIRs is 19.8 percentage points higher than expected given Hispanic or Latino of any race children's percentage of the child enrollment.</p> <p>Diff. in R Comp: The percentage of BIRs attributed to Hispanic or Latino of any race children is 2 percentage points lower than expected given Hispanic or Latino of any race children's percentage of the child enrollment.</p> <p>BIR Comp: Of the 721 BIRs generated, 54.5% were attributed to Hispanic or Latino of any race children.</p> <p>Risk: Of the 156 Hispanic or Latino of any race children, 18.6% have at least one BIR.</p>



Charts



Tracking Suspensions and Expulsions

- Equity Profiles have tabs for suspension and expulsion by demographic variable (*race/ethnicity, gender, IEP, DLL*)

Quick Links	
Program Summary Monthly BIRs by Classroom ID Monthly BIRs by Child ID Problem Behavior Activity Others Involved Possible Motivation Response Administrative Follow-Up Distribution by Classroom ID Classroom Summary Child Summary	Race/Ethnicity Equity Profiles: for Incident Frequency for ISS Frequency for OSS Frequency for Dismissal Frequency Gender Equity Profiles: for Incident Frequency for ISS Frequency for OSS Frequency for Dismissal Frequency IEP Status Equity Profiles: for Incident Frequency for ISS Frequency for OSS Frequency for Dismissal Frequency DLL Status Equity Profiles: for Incident Frequency for ISS Frequency for OSS Frequency for Dismissal Frequency

- Incident count by suspension type (in school, out of school)



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



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

Race/Ethnicity Equity Profile for In-School Suspension (ISS) Events

Report Date: 1/14/2021 10:15

[Back to Program Summary](#)

	Number of Children Enrolled at the School*	Number of Children in Group with an In-School Suspension	Total Number of In-School Suspension Events from Group	Group's Percent of Enrollment	Guiding Question 1: Are outcomes equitable for all groups?			Guiding Question 2: h	
					Child Composition	Suspension Ratio	Suspension Rate	Risk Ratio	Differ CI Comp
					<i>The % of children with In-School Suspensions who belong to a focal group; RED cells suggest disproportionality</i>	<i>In-School Suspension Rate for group divided by the Suspension Rate for all other children; 1.0 is equal</i>	<i>Total number of In-School Suspension events for the group divided by the number of children enrolled from that group</i>	<i>Group's risk of an In-School Suspension compared to all other children; 1.0 is equal</i>	<i>Child Car minus th of the enrol Positiv sug dispropc</i>
American Indian or Alaskan Native	2	0	0	0.7%	0.0%	0.00	0.00	0.00	-4
Asian	20	0	0	7.2%	0.0%	0.00	0.00	0.00	-;
Black or African American	10	1	1	3.6%	25.0%	2.96	0.10	8.87	2
Hispanic or Latino of any race	156	2	2	56.5%	50.0%	0.19	0.01	0.77	-4
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0.0%	N/A	N/A	N/A	N
Two or more races	20	0	0	7.2%	0.0%	0.00	0.00	0.00	-;
White	68	4	7	24.6%	25.0%	7.14	0.10	1.02	C
Totals	276	4	10	100.0%					

4 children with an in-school suspension

10 in-school suspension events



Child ID by ISS_OSS_DIS

Filters that you can select to see suspensions or dismissals by Child ID

**0 = No
1 = Yes**

To see children with a specific event, select 1.

ISS Total	OSS Total	Expulsion
0	0	0
1	1	1

To filter by a category, select the category of interest.

Gender	Ethnicity
Female	Hispanic or Latino of any race
Male	Not Hispanic or Latino

DLL	Race
DLL	0
Non-DLL	Black or African American
	White
	#N/A

IEP
No
Yes

Child ID	In-School Suspension	Out-of-School Suspension	Expulsion
(blank)	0	0	0
C17	0	2	0
C4	0	1	1
C20	0	0	0
C2	0	0	0
C11	0	0	0
C25	0	0	0
C5	0	0	0
C32	0	0	0

Child IDs and the total number of events

Filters that you can select to see suspensions or dismissals by demographic variables



What causes an alert?



File for In-School Suspension (ISS) Events
1/14/2021 10:15

	Number of Children Enrolled at the School*	Number of Children in Group with an In-School Suspension	Total Number of In-School Suspension Events from Group	Group's Percent of Enrollment	Guiding Question 1: Are outcomes equitable for all groups?			Guiding Question 2: h	
					Child Composition	Suspension Ratio	Suspension Rate	Risk Ratio	Differ CI Comp
Native	2	0	0	0.7%	0.0%	0.00	0.00	0.00	-
Asian	20	0	0	7.2%	0.0%	0.00	0.00	0.00	-
African American	20	1	1	3.6%	25.0%	2.96	0.10	8.87	±
Hispanic race	156	2	2	56.5%	25.0%	0.19	0.01	0.77	-
Other	0	0	0	0.0%	0.0%	N/A	N/A	N/A	N
Other races	20	0	0	7.2%	0.0%	0.00	0.00	0.00	-
White	68	1	7	24.6%	25.0%	7.14	0.10	1.02	C
Totals	276	4	10	100.0%					

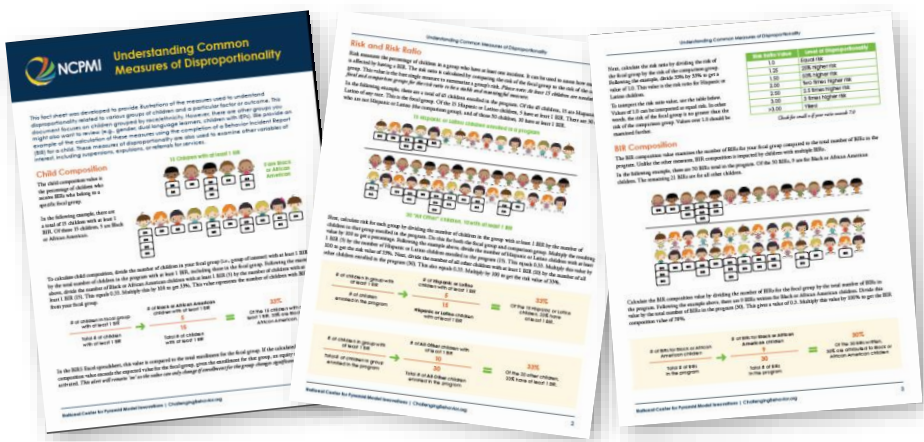
#N/A errors are the result of only one group receiving

- Child Composition value
 - Why? More reliable metric for programs with small enrollment



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Understanding Common Measures of Disproportionality



Child Composition Value

- Percentage of children who receive BIRs who belong to a specific focal group

of children in focal group with at least 1 BIR

Total # of children with at least 1 BIR

of Black or African American children with at least 1 BIR

Total # of children with at least 1 BIR

15 children with at least 1 BIR

5 are Black or African American

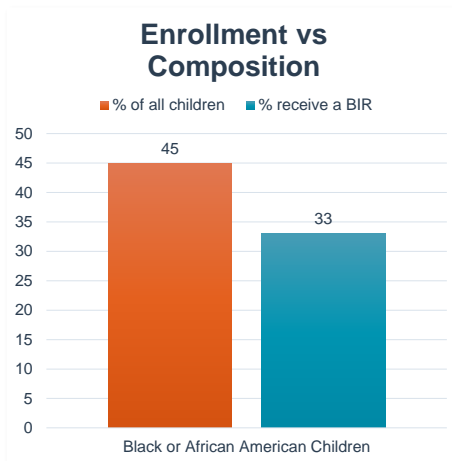
This value is NOT affected by an individual child or children with multiple BIRs

33% are Black or African American.



What does this value tell me?

- Whether you have more children who have at least 1 BIR that belong to a specific group than what is expected given their total enrollment
- Value should be close to their representation in program enrollment



Child Composition Value vs E-Formula Value

File for In-School Suspension (ISS) Events
1/14/2021 10:15

				Guiding Question 1: Are outcomes equitable for all groups?			Guiding Question 2: How much of your focal group is affected by disproportionate suspension?		
Number of Children Enrolled at the School*	Number of Children in Group with an In-School Suspension	Total Number of In-School Suspension Events from Group	Group's Percent of Enrollment	Child Composition	Suspension Ratio	Suspension Rate	Risk Ratio	Difference	E-Formula / Composition
				The % of children with In-School Suspensions who belong to a focal group; RED cells suggest disproportionality	In-School Suspension Rate for group divided by the Suspension Rate for all other children; 1.0 is equal	Total number of In-School Suspension events for the group divided by the number of children enrolled from that group	Group's risk of an In-School Suspension compared to all other children; 1.0 is equal	Child Composition of the focal group	% of children in a group with at least one In-School Suspension
Native	2	0	0	0.7%	0.0%	0.00	0.00	0.00	0.0%
Asian	20	0	0	7.2%	0.0%	0.00	0.00	0.00	0.0%
American	10	1	1	3.6%	25.0%	2.96	0.10	8.87	13.0%
any race	158	2	2	56.5%	0.0%	0.19	0.01	0.77	0.0%
islander	0	0	0	0.0%	0.0%	N/A	N/A	N/A	N/A
se races	20	0	0	7.2%	0.0%	0.00	0.00	0.00	0.0%
White	68	1	7	24.6%	25.0%	7.14	0.10	1.00	1.5%
Totals	276	4	10	100.0%					



Risk Ratio Value

- Risk of one group vs the risk of another group
 - 1.0 is equal
 - Only highlighted when over 1.0 and there are 15+ children in that group
 - This value alone does not cause an equity alert

- First calculate risk for each group

of children in group w/ at least 1 BIR

of children in group enrolled in the program

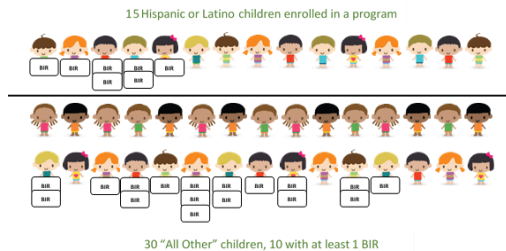
- Next, calculate risk ratio value

Risk of focal group

Risk of comparison group



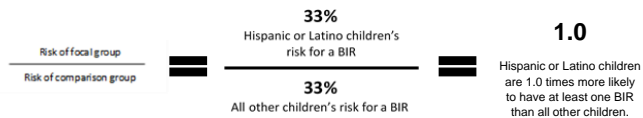
Example



<p># of children in group with at least 1 BIR</p> <hr style="width: 50px; margin: 0 auto;"/> <p># of children in group enrolled in the program</p>	<p>Hispanic or Latino children with at least 1 BIR</p> <p>5</p> <p>Hispanic or Latino children enrolled in the program</p>	<p>33%</p> <p>Of the 15 Hispanic or Latino children, 33% have at least one BIR.</p>
<p># of children in group with at least 1 BIR</p> <hr style="width: 50px; margin: 0 auto;"/> <p># of children in group enrolled in the program</p>	<p>All Other children with at least 1 BIR</p> <p>10</p> <p>All Other children enrolled in the program</p>	<p>33%</p> <p>Of the 30 other children, 33% have at least one BIR.</p>



Continued ...



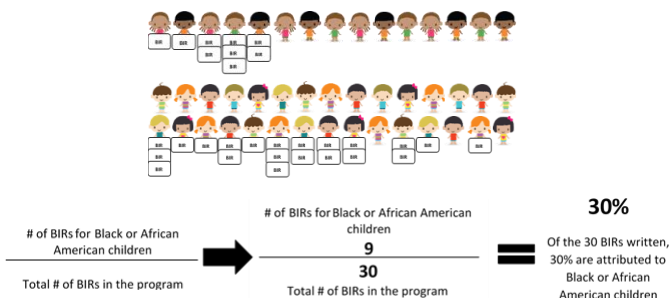
• Interpreting the risk ratio value

Risk Ratio Value	Level of Disproportionality
1.0	Equal risk
1.25	25% higher risk
1.50	50% higher risk
2.00	Two times higher risk
2.50	2.5 times higher risk
3.00	3 times higher risk
>3.00	Yikes!



BIR Composition

- Examines the number of BIRs for your focal group compared to the total number of BIRs in the program
- This value is impacted by children with multiple BIRs
- Example



Children with Multiple BIRs

- Measures that look at groups of children are **NOT** impacted by children with multiple BIRs:
 - Risk
 - Risk Ratio
 - Child Composition
- Measures that look at patterns of BIRs that **ARE** impacted by children with multiple BIRs:
 - BIR Composition



Not just the # of Children with BIRs

- Determining when action is needed is based on the use of multiple metrics and involving multiple stakeholders
- Important to keep in mind that with small groups of children, a few kids can have a big impact
 - Might change how you intervene



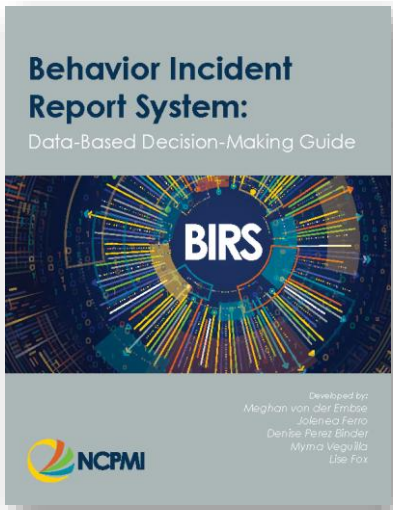
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Quarterly Equity Review Process



BIRS Data-Based Decision-Making Guide



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

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Equity Worksheet

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

BIR Equity Data Review Worksheet

Step 1: "Is There a Problem?"

Equity profile:
 Incident Frequency ISS OSS Dismissal
 Focal Group: _____
 Comparison Group(s): _____

Use one worksheet per focal group.

A. Equity Alerts

Alert	Race/Ethnicity	Gender	IEP Status	ELL Status
Incident Frequency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OSS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dismissal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Recording Values

Equity Profile: Incident Frequency ISS OSS Dismissal

Group	Child Composition Value	Concern?	Risk Ratio Value	Concern?
American Indian or Alaska Native		<input type="checkbox"/>		<input type="checkbox"/>
Asian		<input type="checkbox"/>		<input type="checkbox"/>
Black or African American		<input type="checkbox"/>		<input type="checkbox"/>
Hispanic or Latino of any race		<input type="checkbox"/>		<input type="checkbox"/>
Native Hawaiian or Other Pacific Islander		<input type="checkbox"/>		<input type="checkbox"/>
Two or more races		<input type="checkbox"/>		<input type="checkbox"/>
White		<input type="checkbox"/>		<input type="checkbox"/>
IEP		<input type="checkbox"/>		<input type="checkbox"/>
Spanish		<input type="checkbox"/>		<input type="checkbox"/>
Female		<input type="checkbox"/>		<input type="checkbox"/>
Male		<input type="checkbox"/>		<input type="checkbox"/>
ELL		<input type="checkbox"/>		<input type="checkbox"/>
Non-ELL		<input type="checkbox"/>		<input type="checkbox"/>

Note: Enrollment for the group must be 10 or greater. Enrollment is not greater than 10 the risk ratio value may be unreliable as small changes in that population can result in large changes in risk ratios that do not necessarily suggest disproportionality. Keep an eye on this group but don't assume disproportionality. If you have a 0/0/0 zero in the risk ratio column, this empty means a risk ratio cannot be calculated because there is only one group receiving a BIR.

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

C. Child Composition Value

Child composition statements:
 Of the _____ children who received at least one BIR, _____% are _____% of the total child enrollment.
 Of the _____ children who received at least one BIR, _____% are _____% of the total child enrollment.

D. Risk Ratio Value

Risk ratio statements:
 _____ children are _____ times more likely to have at least one BIR than all other children.
 _____ children are _____ times more likely to have at least one BIR than all other children.

Step 2: Why is it happening?

A. BIR Incident Frequency

Group	Total # of BIRs	Total # of Children with BIRs
PROGRAM		
Focal Group		
Comparison Group		

B. Problem Behavior Identification

Focal Group	# of BIRs	# of children	Comparison Group	# of BIRs	# of children
Problem Behaviors					
1.					
2.					
3.					

Total number of classrooms reporting children from the focal group for the most common behavior:

Problem Behaviors	# of Classrooms
1.	
2.	
3.	

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Equity Worksheet (continued)

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

Step 3: Narrowing the focus

A. Gather your data

Category	Focal Group	Comparison Group
Problem Behavior		
Activity		
Others Involved		
Possible Motivation		
Response		
Administrative Follow-Up		

B. Precision Statements

Focal Group Precision Statement:
 BIRs are most commonly issued to _____ children for _____ [Problem Behavior] in _____ [Activity] with _____ [Others Involved] to _____ [Possible Motivation]. The most common response is _____ [Response] with _____ [Admin Follow-Up].

Comparison Group(s) Statement:
 BIRs are most commonly issued to _____ children for _____ [Problem Behavior] in _____ [Activity] with _____ [Others Involved] to _____ [Possible Motivation]. The most common response is _____ [Response] with _____ [Admin Follow-Up].

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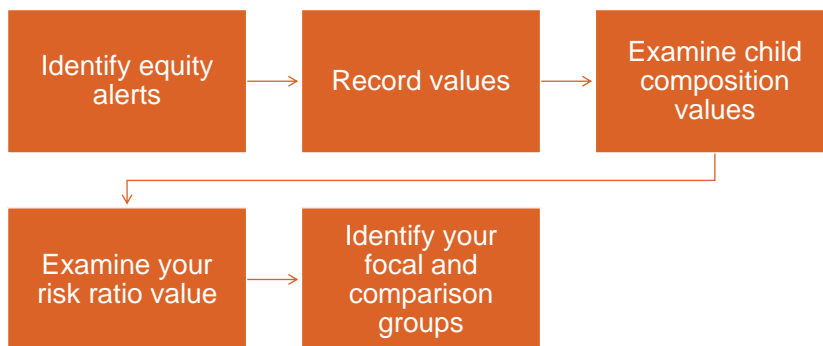


Review of Equity Alerts Allows Team to Quickly Answer:

1. To what extent are children in demographic groups experiencing behavior incident reports?
2. Which child demographic groups are at risk for exclusionary discipline action that is ISS, OSS, or dismissal/expulsion?
3. Does the equity alert identify a problem that is program-wide, centered within one or two classrooms, or centered on one or two individual children in the focal group?



Step 1: Is there a Problem?



Step 2: Why is it Happening?



BIR INCIDENT
FREQUENCY



PROBLEM BEHAVIOR
IDENTIFICATION



Step 3: Narrowing the Focus



Gather Data



Create Precision Statements



Review Statements



Review Statements

Are there data to support statements?

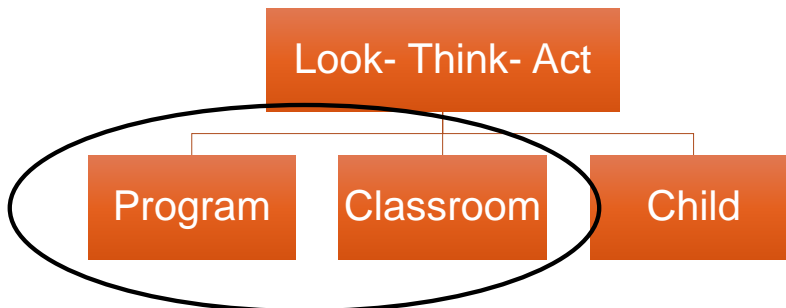
Is the stated related to the problem logically and based on a review of the data?

Can teachers or program leaders change the variables identified as factors in the summary statement? (i.e., do they have the resources to address these variables?)

Do teachers or program leaders have the authority to address these variables identified in the summary statement ?

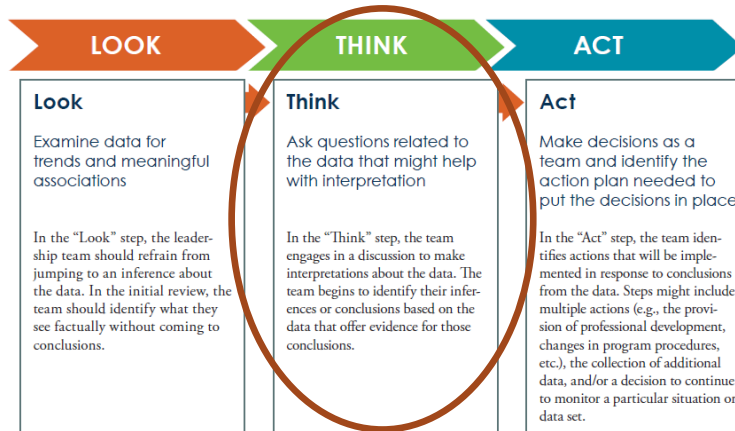


Step 4: Reflection on Variables and Need for Additional Data



Step 4: Reflection on Variables and Need for Additional Data

Look-Think-Act Process



We have an Equity Alert. Now What?

Look-Think-Act

Think

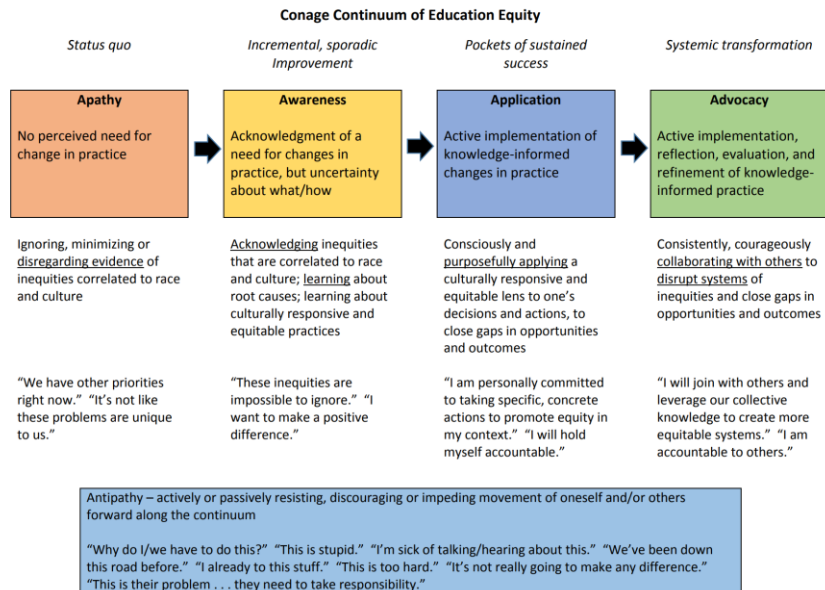
- At what level is the problem happening
 - Program-Wide?
 - Specific classrooms?
- Why is disproportionate discipline occurring in our school?
- What evidence do we have to confirm or refute why this is occurring?

Spending time examining why the issue is occurring sets you up to better address that issue.



We have an Equity Alert. Now What? Determine the Why

- What additional data do you need to determine the ‘why’
- Examples of existing additional data
 - Fidelity to the model
 - Early Childhood Benchmarks of Quality (EC-BoQ)
 - Teaching Pyramid Observation Tool (TPOT)
- Coaching resources
 - Equity Coaching Guide
 - EC-BoQ Cultural Responsiveness Companion



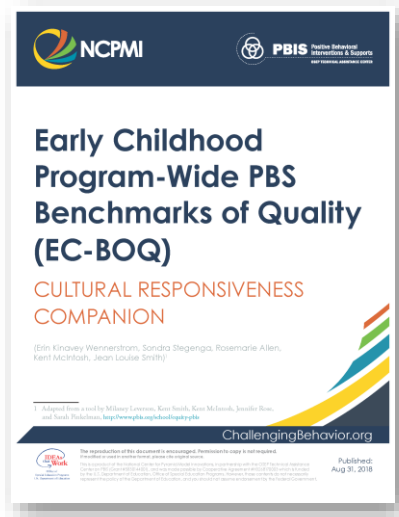
Early Childhood Program-Wide PBS Benchmarks of Quality

NCPMI		Early Childhood Program-Wide PBS	
<p>Program Name: _____</p> <p>Location: _____</p> <p>Team Members: _____</p>	<p>Program-Wide Expectations</p>	<p>Professional Development and Staff Support Plan -continued-</p>	<p>24. A needs assessment and/or observation tool is used to determine training needs on Pyramid Model practices.</p>
		<p>Staff Buy</p>	<p>25. All teachers have an individualized professional development plan.</p>
<p>Establish Leadership Team</p>	<p>Professional Development and Staff Support Plan</p>	<p>Procedures for Responding to Challenging Behavior</p>	<p>Monitoring Implementation and Outcomes</p> <p>35. Data are collected, summarized with visual displays, and reviewed by the leadership team on a regular basis.</p> <p>36. The program leadership team monitors implementation fidelity of the components of program-wide implementation and uses data for decision making about their implementation goals.</p> <p>37. The program measures implementation fidelity of the use of Pyramid Model practices by classroom teachers and uses data on implementation fidelity to make decisions about professional development and coaching support.</p> <p>38. The program collects data on behavior incidents and program actions in response to behavior and uses those data to address child and teacher support needs.</p> <p>39. Behavior incident and monthly program action data are analyzed on a regular basis to identify potential issues related to disciplinary action bias.</p> <p>40. Program-level data are summarized and shared with program staff and families on a regular basis.</p> <p>41. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement.</p>
<p>5. Program the ci</p> <p>6. Team critical work their g</p>	<p>5. Program the ci</p> <p>6. Team critical work their g</p>	<p>problem behaviors 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.</p>	

EC-BOQ Cultural Responsiveness Companion

- Resource for teams
- Action planning resource specifically addressing values related to equity and cultural responsiveness

(E. Kinavey Wennerstrom, S. Stegenga, R. Allen, K. McIntosh, J. L. Smith, 2017)



ACTION Planning for Program-wide

- Use EC PW-Benchmarks of Quality (EC-BOQ) Cultural Responsiveness Companion
 - Questions tied to and expand implementation BOQ
 - Resources for each question
 - Appendix with additional resources
- Increase opportunities for family and community involvement
- Share data with staff and brainstorm ways to improve



Early Childhood Program-Wide PBS Benchmarks of Quality Cultural Responsiveness Companion



Pyramid Model Equity Coaching Guide

- Used by the practitioner coach:
 - After assessing classroom practices with TPOT
 - After establishing a strong collaborative coaching partnership
 - After coach has conducted observations
 - As part of data review about classroom practices
 - BIR summaries
 - Classroom products and records
 - Other data related to classroom practices (e.g., ECERS, CLASS)
- Includes:
 - Reflective questions highlighting culturally responsive practices
 - Resources for coach and teacher
 - Ideas for feedback session



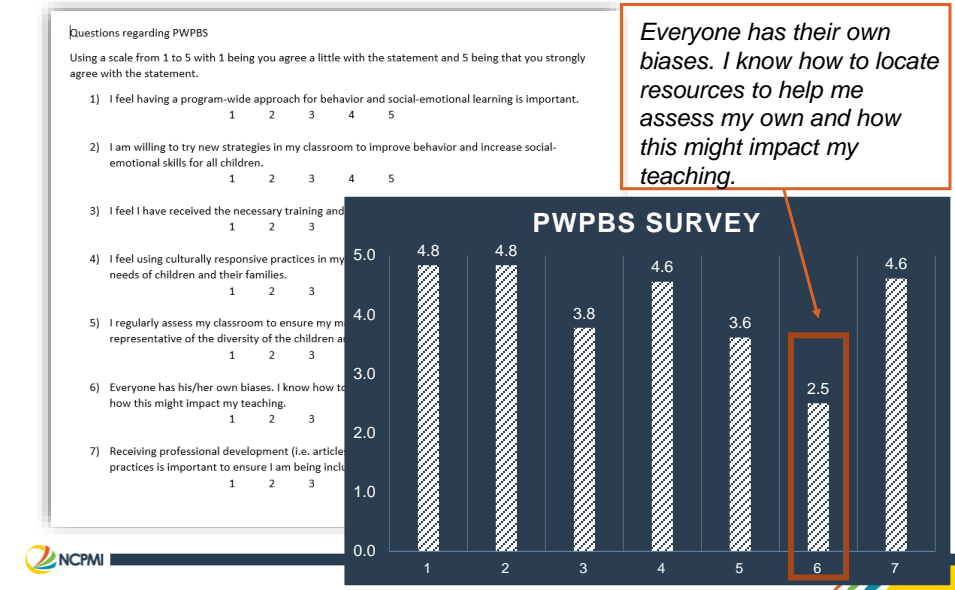
Resources

<http://pwpbs.cbcs.usf.edu/links.html>

The screenshot shows a web page titled "Cultural Responsiveness and Implicit Bias" from the University of South Florida. The page is a "LiveBinder" and includes a navigation menu on the left with links for "Home", "About", and "Training". The main content area features a title, a description of the binder's purpose, and a "Table of Contents" with various topics such as "Discipline and Equity", "What is Implicit Bias?", "Culturally Responsive Practices", "Head Start Principles for Early Childhood Leaders", "Surveys and Activities for Staff", "Cultural Responsiveness and PPS Awareness Training Materials", "Family Engagement Tools", "Early Childhood BIRQ Cultural Responsiveness Companion", and "Equity Coaching Guide". A "Helpful Links for Early Childhood" section is also visible on the left side of the page.



Example of Staff Survey



Addressing the Early Childhood BoQ Item # 21

Professional Development and Staff Support Plan

21. A plan for providing ongoing support, training, and coaching in each classroom on the Pyramid Model including culturally responsive practices and implicit bias is developed and implemented.

What is Implicit Bias?

News Article 'Teachers 'Implicit bias' starts in preschool'

Awareness Activities

Implicit Bias and Education

Implicit Bias Mythbusters

Harvard Implicit Bias Test

Implicit Bias Test FAQ

Four Hidden Teacher Biases

Training Recommendations

Awareness of Bias

Implicit Bias - Yale Study - Washington Post

Having Conversations about Race, Bias and Equity

What is Implicit Bias - video clip

Culturally Responsive Practices

Head Start Principles for Early Childhood Education

Surveys and Activities for Staff

Cultural Responsiveness and PBS Awareness Training Materials

Family Engagement Toolkit

Early Childhood BoQ Cultural Responsiveness

Your team needs to develop a plan that includes helping teachers understand implicit bias and to understand how implicit bias might impact how he or she responds to challenging behavior.

Your plan might include:

- Having teachers watch a video on what is meant by 'implicit bias' followed by a discussion on how this impacts work in the classroom. There is an example on tab labeled 'implicit bias and education'.
- Have teachers take the Harvard Implicit Bias test and engage in a discussion with your staff about the implications of the results. The FAQ in the tab above can help you think about how to facilitate those discussions.
- Reviewing the information under the 'Training Recommendations' tab from Preventing Expulsion and utilize their recommendations to plan a sequence for ongoing support and training.
- Watch the webinar titled 'Having Conversations about Race, Bias and Ethnicity' and identify some key parts you would like to review with your staff.
- Have staff read an article about the specific topic your team would like to address and discuss at a staff meeting.

Implicit Bias is...

Attitudes, Stereotypes, & Beliefs that can affect how we treat others.

Implicit bias is not intentional, but it can still impact how we judge others based on factors, such as:

Race

Ability

Gender

Culture

Language

In early childhood settings, implicit biases can affect how providers perceive and respond to children, which can lead to unfair differences in the use of exclusionary discipline practices, such as suspension and expulsion.

Go to our Guide to learn about recommended policies and strategies for promoting all children's success and preventing suspensions and expulsions in early childhood settings! [preventexpulsion.org](#)

SRI Education
A division of SRI NETWORKS

Ad

Table of Contents

- Discipline and Equity
- What is Implicit Bias?
- Culturally Responsive Practices**
- Supporting School Readiness and Success of Young African American Boys (Pined)
- Delivering on the Promise of Effective Early Childhood Education
- Diversity and Equity Resources
- Culturally appropriate guidelines.pdf
- Recognizing Individual Characteristics
- New sub tab
- Culturally Responsive Teaching Matters
- Culturally Responsive Strategies to Support Young Children with Challenging Behavior - NAEYC.pdf
- Culturally Responsive Classrooms and Teaching
- Black Boys Matter: Strategies for a Culturally Responsive Classroom
- Mindful Reflecting for Cultural Responsiveness
- Culture and Behavior - video clip
- Head Start Principles for Early Childhood Leaders
- Surveys and Activities for Staff
- Cultural

There are many teaching.

Some suggestions teaching in your 1) Watch the video characteristics', D they are doing th

2) Choose an arti this tab and in ot Childhood Leader on one principle

3) Review the 'Ea month and coach

Adapted from Dray and Wisneski, Mindful Reflection as a Process for Developing Culturally Responsive Practices (2011)

The Mindful Reflection Protocol

A Process for Checking Unconscious Bias

Step 1: Ask the teacher to describe the behavior or interaction.

- a. Describe what you and the student said and did like it was a movie
- b. Describe how the student reacted to your actions or comments?
- c. Collect notes on multiple days and at different times of the day if you can.

Step 2: Give the teacher an opportunity to reflect on his feelings and thoughts when working with the student.

- a. How does this student make you feel? What triggers you about this behavior?
- b. What are your assumptions? Why do you find the student problematic?

Step 3: Ask the teacher to explain his interpretation of the student's behavior.

- a. What is your interpretation of the student's behavior?
- b. What leads you to this interpretation?
- c. What are your assumptions?
- d. What are your expectations for the situation? How is the student not meeting your expectations? In what way is the behavior interfering with learning?

Step 4: Ask the teacher to consider alternative explanations of the student's behavior. Guide the teacher through the processes of checking (deconstructing) his assumptions and reframing the behavior based on deep cultural values and neuroscience of connection.

- a. Review the explanations and reflect on why the student may be doing what he or she does. Look for patterns in your behavior and the student's behavior.
- b. List alternative explanations or interpretations of the student's behavior.

Step 5: Help the teacher identify one small change he can make to reframe the behavior and respond differently to it. Make a plan for gentle implementation.

- a. How will you change or respond differently?
- b. Brainstorm ideas on how to change the environment, your actions, and/or expectations for this student.
- c. Experiment with responding differently. Note what happens. Reflect on your feelings as well as the student's response.
- d. Be mindful of your own triggers and find ways to manage when you are (i.e., S.O.D.A.)

Step 6: Continuously revisit this process to reassess your attributions and identify progress with the student.

- a. Notice when you are overgeneralizing or interpreting behavior from a deficit perspective.
- b. Remember that this process is a continuous one, so create opportunities to revisit the steps periodically to continue your growth and understanding of students.

Preventing Suspensions and Expulsions in Early Childhood Settings

A Program Leader's Guide to Supporting All Children's Success

HOME
GUIDE
ABOUT
CONTACT
Q

1.1: Collect and examine data on behavior incidents to make disciplinary practices and policies more fair for all children

1.1 Using Data

"Fairness, equity, and continuous improvement" in early childhood programs are crucial for improving school climate and school discipline, say the U.S. Departments of Education and Health and Human Services. All programs need to set their own goals, monitor data to assess progress, and modify practices as needed to reach their fairness, equity, and improvement goals.

Collecting data to monitor your progress about disciplinary policies and practices can help in a number of ways:

- **Data can help you understand how exclusionary discipline is used at your school and help you see areas of policy and practice in need of change.** In order to track a reduction in the use of suspension and expulsion, you must first clearly define what they are (e.g., suspension can be asking parents to pick up early, as well as asking the child to stay home for a number of days). Then you must keep records of how frequently and under what circumstances these practices are used. If programs do not pay regular attention to their discipline data, it will be hard to build on what works well or change a policy that does not work as well as hoped.

Page Contents:

- How do I do this?
- What Barriers Might I Run Into and What Are Solutions?
- Where do I go for more resources?
- References
- [Back to Recommendations](#)

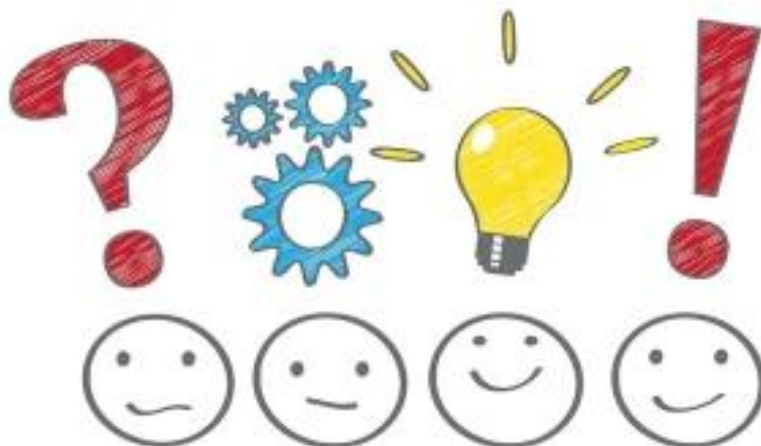
preventexpulsion.org

Links to Resources

- LiveBinder
 - <http://pwpbs.cbcs.usf.edu/links.html>
- Early Childhood Program-Wide PBS Benchmarks of Quality
 - https://challengingbehavior.cbcs.usf.edu/docs/BoQ_EarlyChildhood_Program-Wide.pdf
- Pyramid Model Coaching Guide
 - <https://challengingbehavior.cbcs.usf.edu/Implementation/Equity/Guide/index.html>
- Early Childhood Program-Wide PBS Benchmarks of Quality, Culturally Responsiveness Companion
 - http://challengingbehavior.cbcs.usf.edu/docs/ECBoQ_Cultural-Responsiveness-Companion.pdf
- Preventing Suspensions and Expulsions
 - <https://preventexpulsion.org>



Questions





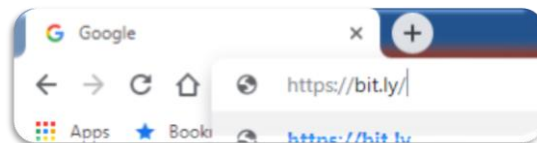
- Next webinar will discuss how the BIRS can be used as a coaching tool to support programs, practitioners, and children
- April 2021 (registration announced in March)



Survey and Certificate

Recording Viewers

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



Visit us online at
ChallengingBehavior.org



Thank You



The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project officer, Jennifer Tschantz.

