

Behavior Incident Report System Readiness Checklist

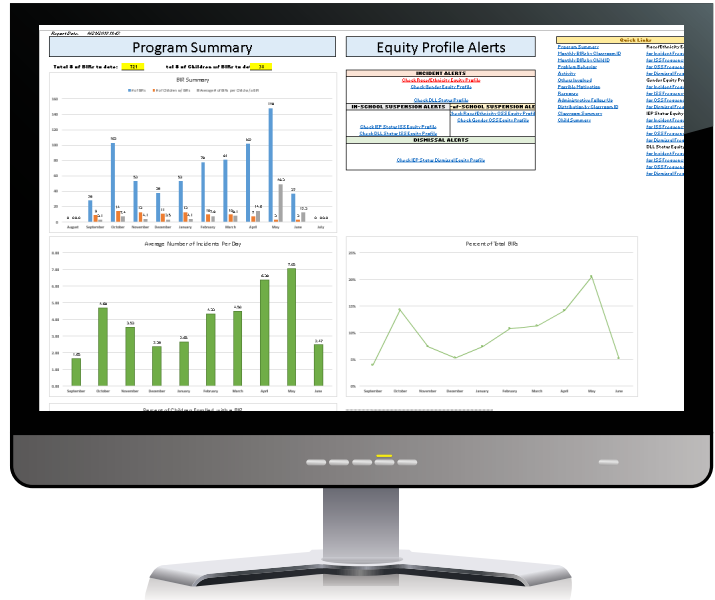


The Behavior Incident Report System (BIRS)

The Behavior Incident Report System is a key tool for data decision-making in program-wide Pyramid Model implementation. The BIRS is used to collect, summarize, and display data from teacher reports of behavior incidents. Leadership teams use the data to make informed decisions related to the support of teachers, children, and the program. Programs will find a BIRS overview at: https://challengingbehavior.cbcs.usf.edu/docs/BIR_Overview_Factsheet.pdf.

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 evidence of a high functioning 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 behavior identified in incident reports. This checklist will be relevant and useful to programs just beginning implementation of BIRS, those that have been using the older version of BIRS and wish to upgrade to BIRS 2.0, and programs wishing to revitalize 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 actions to implement any items that were identified as 'no' not in place. The fact sheet, *What Every Teacher Wants to Know About the BIR* (https://challengingbehavior.cbcs.usf.edu/docs/BIR_Teacher_Factsheet.pdf) may be useful for informing teachers and staff about the BIR.
- ▶ Once all items are in place, follow the 'Steps to Begin Behavior Incident Report Implementation' at the end of this checklist.

High Functioning Leadership Team**Yes No**

- | | 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"/> |

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 2010 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).* <i>Name:</i> _____ | | |
| 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"/> |

*On these items, names and signatures ensure you have the resources necessary for implementation.

Steps to Begin Behavior Incident Report Implementation

1. Download the BIRS (<https://challengingbehavior.cbcs.usf.edu/Implementation/data/BIRS.html>)
 - a. Download the following items: Behavior Incident Report form; the Behavior Incident Report Instructions and Definitions; the Excel BIR Spreadsheet; and the BIRS Data-Based Decision-Making Guide.
2. Develop a process or procedures for using Behavior Incident Reports (BIRs) in your program. The process should address the following.
 - a. How you will duplicate the incident report forms. Some programs choose to use carbonless paper and have multiple copies (e.g., copy for home, teacher file, data entry).
 - b. Who will duplicate or order the forms, where blank forms will be held, and how they will be distributed to teachers.
 - c. How completed forms will be collected from teachers and submitted for data entry.
 - d. How often BIRs will be entered into the spreadsheet (at least weekly is recommended).
 - e. How existing and new staff will be trained.
 - f. How and when to address problems. Include a procedure for teachers to give feedback (e.g., whether they have questions and/or are having trouble completing the form).
 - g. A process to address what to do if a teacher is not completing BIR forms or completes a large number of BIRs.
 - h. How the BIRS will connect to individualized interventions in your program.
3. Complete all relevant training including:
 - a. How to complete the BIR form (45 min).
 - Train all staff who might complete a BIR form using the online training module.
 - Include the data coordinator and any staff who will participate in analyzing and summarizing data.
 - b. How to enter data (45 min).
 - Train data entry staff and the data coordinator using the online Data Entry Tutorial and Data Entry Guide.
 - c. Data analysis.
 - Train staff who will review and analyze data.
 - This includes the data coordinator, the practitioner coach, and behavior support staff.
 - Use the BIRS Data-Based Decision-Making Guide.
 - d. Identify webinars on the NCPMI website for more in-depth training related to analyzing data.
4. Prepare to use the BIRS spreadsheet.
 - a. Create identification coding structure for teachers, classrooms, and children.
 - b. Review data entry guide.
 - c. Complete the Program Demographic Information in the Program Information Tab.
5. Identify a date when all teachers will begin using the BIR.
6. Begin collecting data.
7. Summarize, analyze, and make data-based decisions monthly at Leadership Team meetings.