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UN PACKING **COACHING**
Webinar Series

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

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National Center for
Pyramid Model INNOVATIONS
ChallengingBehavior.org

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Introductions

Mary Louise Hemmeter
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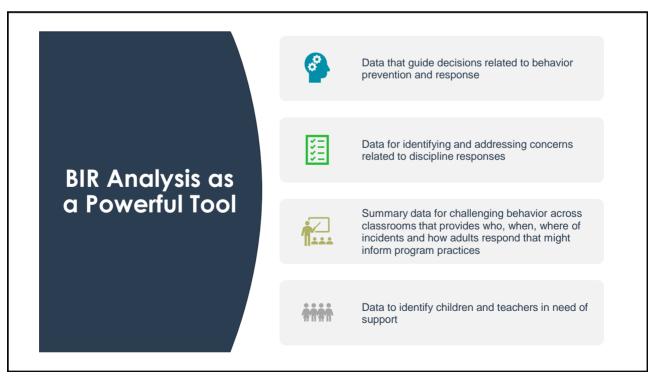
Jolenea Ferro
University of South Florida

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Plan

- BIRS Review
- Case Study Introduction
- Using BIR data to understand behavior
- Acting on the data

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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

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BIR Form

- The fields for data collection are adjusted to match the behaviors, activities and procedures that occur in ECE

Behavior Incident Report

Program ID:

Classroom ID:	Child ID:	Date	Time:

Behavior Description:

Problem Behavior (check most intrusive)

☐ Physical aggression	☐ Non-compliance	☐ Repetitive behaviors
☐ Disruption/Tantrums	☐ Social withdrawal/Isolation	☐ Hurting self
☐ Inconsolable crying	☐ Running away	☐ Trouble falling asleep
☐ Verbal aggression	☐ Breaking/Destroying objects or items	☐ Other:
☐ Inappropriate language	☐ Unsafe behaviors	

Activity (check one)

☐ Arrival	☐ Outdoor play	☐ Departure
☐ Circle/Large group activity	☐ Special activity	☐ Therapy
☐ Small group activity	☐ Field trip	☐ Quiet time/Nap
☐ Centers/Indoor play	☐ Self-care/Bathroom	☐ Transportation
☐ Diapering	☐ Transition	☐ Individual activity
☐ Meals	☐ Clean-up	☐ Other:

Others Involved (check one)

☐ Teacher	☐ Family Member	☐ Transportation driver
☐ Assistant Teacher	☐ Support/Administrative staff	☐ Kitchen staff
☐ Peers	☐ Substitute	☐ None
☐ Therapist	☐ Classroom volunteer	☐ Other:

Possible Motivation (check one)

☐ Obtain desired item	☐ Gain adult attention/comfort	☐ Avoid sensory
☐ Obtain desired activity	☐ Avoid adults	☐ Don't know
☐ Gain peer attention	☐ Avoid task	☐ Other:
☐ Avoid peers	☐ Obtain sensory	

Response (check one or the most intrusive)

☐ Verbal reminder	☐ Provide physical comfort	☐ Teacher contact family
☐ Redirect to different activity/toy	☐ Curriculum modification	☐ Time out
☐ Move within group	☐ Re-teach/Practice expected behavior	☐ Physical guidance
☐ Remove from activity	☐ Loss of activity	☐ Physical hold/Restrain
☐ Remove from area	☐ Time with a teacher	☐ Other:
☐ Remove item	☐ Time in a different classroom or adult outside of classroom	

Administrative Follow-Up (check one or most intrusive)

☐ Not applicable	☐ Targeted group intervention	☐ Conditional enrollment
☐ Talk with child	☐ Temporary removal from classroom	☐ Transfer to another program
☐ Contact family	☐ Sent home for remainder of day	☐ Reduce hours in program
☐ Family meeting	☐ Sent home for 1 or more days	☐ Dismissal from program
☐ Arrange behavioral consultation/team		☐ Other:

Comments:

If this is the first BIR for the child, please select the following demographic information: | __ Male __ Female | __ IEP in place __ No IEP __ Dual language | Select ONE: __ American Indian or Alaskan Native __ Asian __ Black or African American __ Hispanic/Latino __ Native Hawaiian or Other Pacific Islander __ Two or more races __ White

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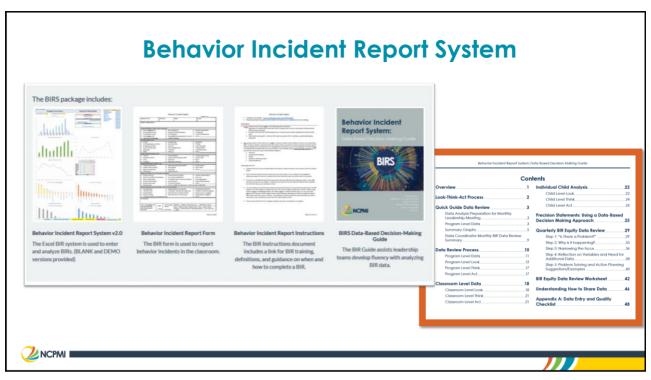
A Data-Decision Making Approach: Some Basic Assumptions
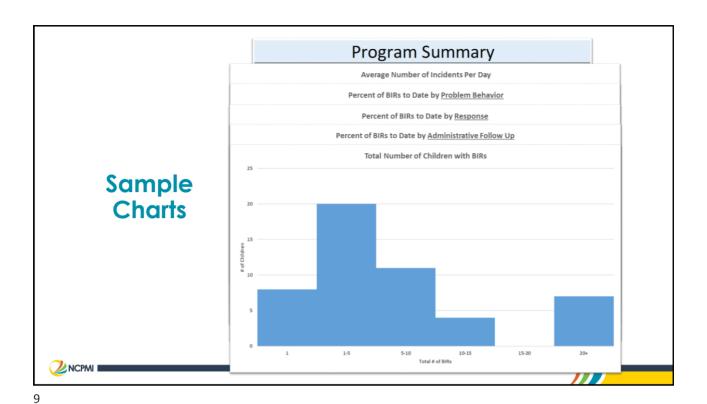
Outcomes are identified

Fidelity and outcomes are measured

Data are summarized and used to:
- Identify training needs
- Deliver professional development
- Make other programmatic changes (e.g., playground schedule, program wide expectations)
- Problem solve around specific children or issues
- Ensure child learning and success
- Examine equity
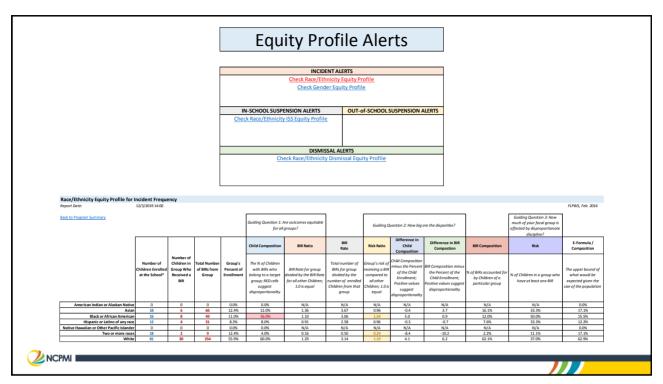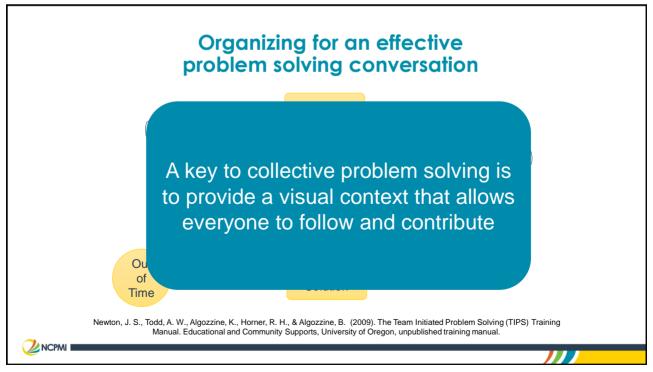
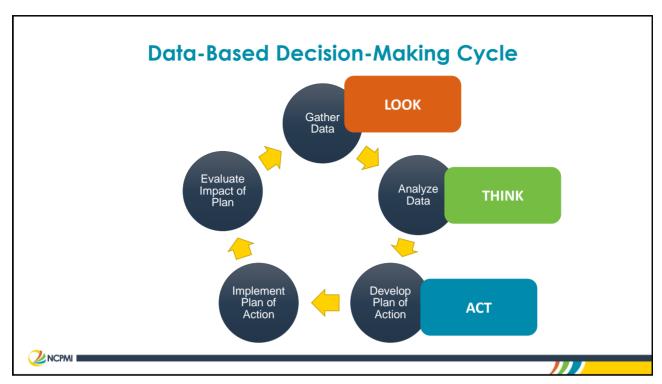Data collection AND ANALYSIS is an ongoing process

Behavior Incident Report System

How to Access

Sample Charts

Program Summary

Classroom & Child Level Analysis

Equity Profile Alerts

INCIDENT ALERTS
Check Race/Ethnicity Equity Profile
Check Gender Equity Profile

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

DISMISSAL ALERTS
Check Race/Ethnicity Dismissal Equity Profile

Race/Ethnicity Equity Profile for Incident Frequency
Report Date: 12/3/2019 14:00   FLPBIS, Feb. 2016

Back 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	Child Composition	BIR Ratio	BIR Rate	Risk Ratio	Difference in Child Composition	Difference in BIR Composition	BIR Composition	Risk	E-Formula / Composition
American Indian or Alaskan Native	0	0	0	0.0%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0%
Asian	18	6	66	12.4%	12.0%	1.36	3.67	0.96	-0.4	3.7	16.1%	33.3%	17.1%
Black or African American	16	8	49	11.0%	16.0%	1.10	3.06	1.54	5.0	0.9	12.0%	50.0%	15.5%
Hispanic or Latino of any race	12	4	31	8.3%	8.0%	0.91	2.58	0.96	-0.3	-0.7	7.6%	33.3%	12.2%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0%
Two or more races	18	2	9	12.4%	4.0%	0.16	0.50	0.29	-8.4	-10.2	2.2%	11.1%	17.1%
White	81	30	254	55.9%	60.0%	1.29	3.14	1.19	4.1	6.2	62.1%	37.0%	62.9%

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Organizing for an effective problem solving conversation

A key to collective problem solving is to provide a visual context that allows everyone to follow and contribute

Out of Time

Solution

Newton, J. S., Todd, A. W., Algozzine, K., Horner, R. H., & Algozzine, B. (2009). The Team Initiated Problem Solving (TIPS) Training Manual. Educational and Community Supports, University of Oregon, unpublished training manual.

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Data-Based Decision-Making Cycle

- Gather Data — **LOOK**
- Analyze Data — **THINK**
- Evaluate Impact of Plan
- Implement Plan of Action
- Develop Plan of Action — **ACT**

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BIR Incidents per month

- Program
- Classroom
- Child

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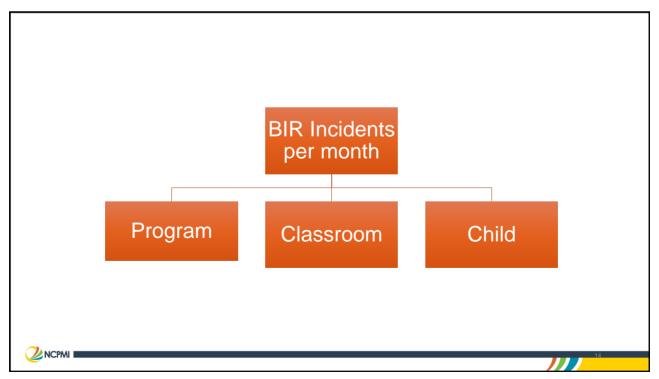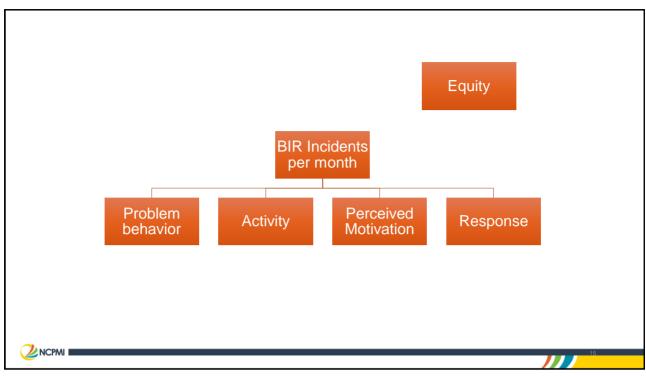
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Putting It Into Action

- Case Study:
  - Ms. Beth and her classroom teaching assistant teach in a 5-year-old public preschool classroom with 20 children. At the beginning of the year, she usually has a few children who require some extra support but has found that high-fidelity implementation of Pyramid Model practices provides the foundation the children need to follow classroom routines and engage in learning. Ms. Beth has used the BIRS for two years. Three months into the year, she still has one child with high rates of behavior incidents.

  - Four-year-old Kim has tantrums that occur once or twice daily that include dropping to the floor and crying. When he does this, Kim refuses to engage in any activities. Sometimes the intensity of his tantrums increase to hitting adults or children who get too close to him.

  - Now Ms. Beth thinks that she need more help to address Kim's challenging behavior.

Let's Look at the BIR

- Sources of data within the BIR:
  - Classroom Summary
    - Let's look at Ms. Beth's BIRs for her classroom
      - Are there any other children with BIRs we should take a look at?
  - Child Summary
    - Let's look at Kim's BIRs

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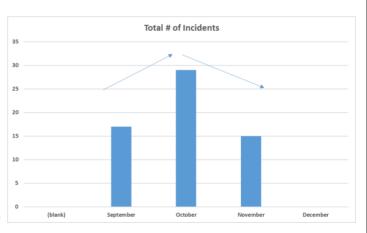**Kim's Data**

Total # of Incidents

Total # of Incidents by Problem Behavior

Total # of Incidents by Activity

Total # of Incidents by Others Involved

Total # of Incidents by Possible Motivation

Total # of Incidents by Response

Total # of Incidents by Administrative Follow-Up

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Precision Statement

BIRs are most commonly issued to Kim for <u>tantrums</u> (i.e., dropping to the floor and crying) in <u>centers</u> involving <u>peers or the teacher</u> to <u>obtain preferred items and adult attention</u>. The most common response is <u>teacher redirection</u> (followed by reteaching expectations) with <u>no administrative follow-up</u>.

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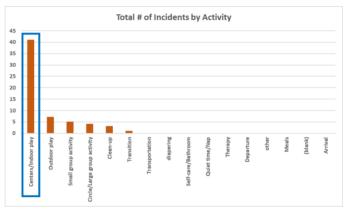
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Child Level Think

- What is the trend in behavior incidents over time?

- What happened in October (i.e., were there changes at home or school – teacher, peer)?

- What happened to reduce incidents in November?

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Child Level Think

- Is there a pattern to the behavior during center? E.g., Does the behavior occur when you tell children to clean up? What does the transition routine look like?
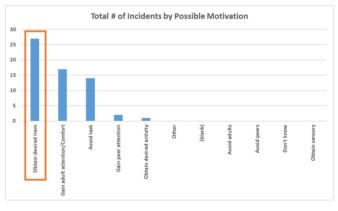

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Child Level Think

- Is there a specific desired object? What have you done to try to address that object?

- Does Kim get teacher attention at other times?

- Is there alignment between the most common perceived motivation (e.g., desired item) and response to the incident (redirection or reteach).

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Child Level Think

- Is the family aware of the challenges occurring in the classroom? Are there similar incidents at home and what does the family do?

- Is the behavior related to an equity alert?

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Child Level Act

Goal: Support children and consider actions needed to support the child within the classroom and the program that are based on your analysis (Think process)

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Actions

- At the end of October, the teacher:
  - Began teaching children to identify emotions and strategies to calm down.
  - Added more reminders of expectations after Kim had a tantrum

- What action might the teacher take?
  - Continue to teach strategies. Add some reminders for Kim especially in center
  - Add a social story for Kim that directly relates to tantrum in centers
  - Add reminders of rules for all children as they go into centers or post center rules

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Actions

- There was a change in how children cleaned up at the end of centers because the teacher assistant could no longer participate and Kim's tantrums increased.

- What action might the teacher take?
  - Implement new schedule so TA could participate at the beginning of clean up
  - Change what you do during center clean up –
    - Give Kim additional warnings that center time is ending
    - Start clean up working with him to help put toys away
    - Help him clean up and give him 1 min extra with the toy once it's done

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Actions

- Kim gets some attention during the rest of the day by coming up to the teacher frequently and asking for something

- What action might the teacher take?
  - Might gather more data.
    - Tally how often they provide positive feedback to Kim during a day.
    - Tally how often Kim approaches the teacher or TA to ask for feedback
    - Tally how often teacher interacts with Kim during any activity

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**Data collection
AND ANALYSIS
is an ongoing process**

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Questions?

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