



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



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Plan

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

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

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)											
<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Repetitive behaviors									
<input type="checkbox"/> Disruption/Tantrums	<input type="checkbox"/> Social withdrawal/isolation	<input type="checkbox"/> Hurting self									
<input type="checkbox"/> Inconsolable crying	<input type="checkbox"/> Running away	<input type="checkbox"/> Trouble falling asleep									
<input type="checkbox"/> Verbal aggression	<input type="checkbox"/> Breaking/Destroying objects or items	<input type="checkbox"/> Other: _____									
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Unsafe behaviors										
Activity (check one)											
<input type="checkbox"/> Arrival	<input type="checkbox"/> Outdoor play	<input type="checkbox"/> Departure									
<input type="checkbox"/> Circle/Large 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"/> Centers/Indoor play	<input type="checkbox"/> Self-care/Bathroom	<input type="checkbox"/> Transportation									
<input type="checkbox"/> Diapering	<input type="checkbox"/> Transition	<input type="checkbox"/> Individual activity									
<input type="checkbox"/> Meals	<input type="checkbox"/> Clean-up	<input type="checkbox"/> Other: _____									
Others 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"/> Peers	<input type="checkbox"/> Substitute	<input type="checkbox"/> None									
<input type="checkbox"/> Therapist	<input type="checkbox"/> Classroom volunteer	<input type="checkbox"/> Other: _____									
Possible Motivation (check one)											
<input type="checkbox"/> Obtain desired item	<input type="checkbox"/> Gain adult attention/comfort	<input type="checkbox"/> Avoid sensory									
<input type="checkbox"/> Obtain desired activity	<input type="checkbox"/> Avoid adults	<input type="checkbox"/> Don't know									
<input type="checkbox"/> Gain peer attention	<input type="checkbox"/> Avoid task	<input type="checkbox"/> Other: _____									
<input type="checkbox"/> Avoid peers	<input type="checkbox"/> Obtain sensory										
Response (check one or the most intrusive)											
<input type="checkbox"/> Verbal reminder	<input type="checkbox"/> Provide physical comfort	<input type="checkbox"/> Teacher contact family									
<input type="checkbox"/> Redirect to different activity/toy	<input type="checkbox"/> Curriculum modification	<input type="checkbox"/> Time out									
<input type="checkbox"/> Move within group	<input type="checkbox"/> Re-teach/Practice expected behavior	<input type="checkbox"/> Physical guidance									
<input type="checkbox"/> Remove from activity	<input type="checkbox"/> Loss of activity	<input type="checkbox"/> Physical hold/restrain									
<input type="checkbox"/> Remove from area	<input type="checkbox"/> Time with a teacher	<input type="checkbox"/> Other: _____									
<input type="checkbox"/> Remove item	<input type="checkbox"/> Time in a different classroom or adult outside of classroom										
Administrative Follow-Up (check one or most intrusive)											
<input type="checkbox"/> Not applicable	<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"/> Sent home for remainder of day	<input type="checkbox"/> Reduce hours in program									
<input type="checkbox"/> Family meeting	<input type="checkbox"/> Sent home for 1 or more days	<input type="checkbox"/> Dismissal from program									
<input type="checkbox"/> Arrange behavioral consultation/team	<input type="checkbox"/> Other: _____										
Comments:											
If this is the first BIR for the child, please select the following demographic information: <table border="0"> <tr> <td><input type="checkbox"/> Male</td> <td><input type="checkbox"/> IF in place</td> <td colspan="2">Select ONE: <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Two or more races <input type="checkbox"/> White</td> </tr> <tr> <td><input type="checkbox"/> Female</td> <td><input type="checkbox"/> Dual language</td> <td colspan="2"></td> </tr> </table>				<input type="checkbox"/> Male	<input type="checkbox"/> IF in place	Select ONE: <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Two or more races <input type="checkbox"/> White		<input type="checkbox"/> Female	<input type="checkbox"/> Dual language		
<input type="checkbox"/> Male	<input type="checkbox"/> IF in place	Select ONE: <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Two or more races <input type="checkbox"/> White									
<input type="checkbox"/> Female	<input type="checkbox"/> Dual language										



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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

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Behavior Incident Report System

The BIRS package includes:



Behavior Incident Report System v2.0

The Excel BIR system is used to enter and analyze BIRs. (BLANK and DEMO versions provided)

Behavior Incident Report Form

The BIR form is used to report behavior incidents in the classroom.

Behavior Incident Report Instructions

The BIR Instructions document includes a link for BIR training, definitions, and guidance on when and how to complete a BIR.



BIRS Data-Based Decision-Making Guide

The BIR Guide assists leadership teams develop fluency with analyzing BIR data.

Behavior Incident Report System: Data-Based Decision-Making Guide	
Contents	
Overview	1
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How to Access

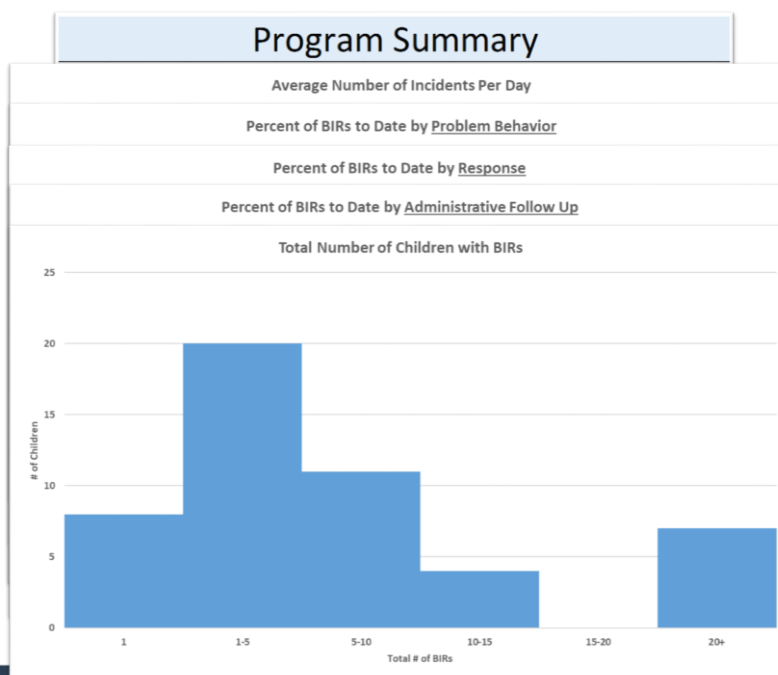
The screenshot shows the NCPMI website with the following structure:

- Navigation: About, Pyramid Model, Implementation, Training & Technical Assistance, Pyramid Nation
- Section: Data Decision-Making
- Text: Data decision-making is a foundational element of the Pyramid Model. State leadership teams use data decision-making when examining statewide implementation components and outcomes for local programs, practitioners, and children. Programs use data decision-making to examine their implementation of the Pyramid Model, practitioner implementation of Pyramid Model practices, and outcomes for families and children.
- Section: Data Decision-Making Tools
- Text: These tools and spreadsheets provide coaches, program leaders, and practitioners with data gathering tools and displays that facilitate data decision-making.
- Section: State Leadership Team Tools
- List:
 - State Leadership Team Benchmarks of Quality
 - Program Coaches
- Section: Classroom & Program Tools
- List:
 - Early Childhood Program-Wide PBS Benchmarks of Quality v. 2.0
 - Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms
 - Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)
 - Classroom Coaching Contacts
 - Behavior Incident Report System (BIRS) - **Highlighted with a red circle**



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Sample Charts



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Classroom & Child Level Analysis

Total # of Incidents	Child ID	Month	Child ID	Gender	Enrollment Status	Total
1	C1	September	C1	Female	Enrolled	251
2	C32	October	C2	Male	Enrolled	24
3	C39	November	C3		Enrolled	255
4	C40	December	C4		Enrolled	118
5	C38	January	C5		Enrolled	78
6	C20	February	C6		Enrolled	30
7	C7	March	C7		Enrolled	32
8	C9	April	C8		Enrolled	30
9	C26				Enrolled	13
10	C4				Enrolled	23
11	C17				Enrolled	68
	C35				Enrolled	1
	C24				Enrolled	10
					Enrolled	3
					Enrolled	4
					Enrolled	152

DLL	IEP	Ethnicity	Race	Enrollment Status
DLL	No	Hispanic or Latino/a	Black or African American...	Disenrolled
Non-DLL	Yes	Not Hispanic or Latino/a	White	Enrolled



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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	Guiding Question 1: Are outcomes equitable for all groups?		Guiding Question 2: How big are the disparities?				Guiding Question 3: How much of your focal group is affected by disproportionate discipline?		E-Formula / Composition
				Child Composition	BIR Ratio	BIR Rate	Risk Ratio	Difference in Child Composition	Difference in BIR Composition	BIR Composition	Risk	
				The % of Children with BIRs who belong to a target group. RED cells suggest disproportionality	BIR Rate for group divided by the target 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 Percent of the Child Enrollment; Positive values suggest disproportionality	BIR Composition minus the Percent of the Child Enrollment; Positive values suggest disproportionality	% of BIRs accounted for by Children of a particular group	% of Children in a group who have at least one BIR	The upper bound of what would be expected given the size of the population
American Indian or Alaskan Native	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	12.0%	12.0%	1.36	3.67	0.96	0.4	3.7	16.1%	17.1%
Black or African American	16	8	49	11.0%	16.0%	1.50	3.06	1.54	5.0	0.9	12.0%	50.0%
Hispanic or Latino of any race	12	4	31	8.3%	8.0%	0.95	2.58	0.96	-0.3	-0.7	7.0%	33.3%
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	0.0%
Two or more races	18	2	9	12.4%	4.0%	0.35	0.50	0.29	-8.4	-10.2	2.2%	17.1%
White	81	30	254	55.9%	60.0%	1.29	3.14	1.19	4.1	6.2	62.1%	37.0%



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Organizing for an effective problem solving conversation

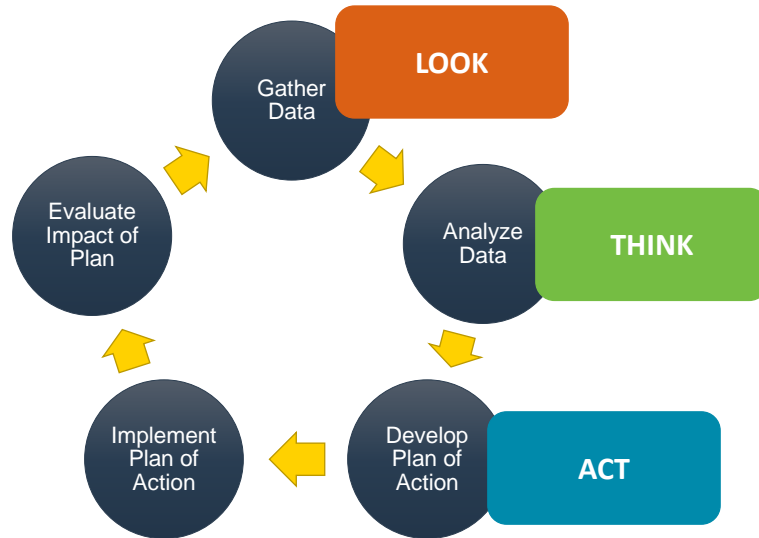
A key to collective problem solving is to provide a visual context that allows everyone to follow and contribute

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.

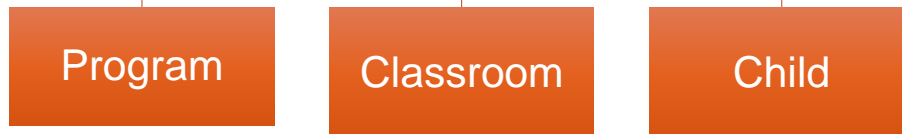


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Data-Based Decision-Making Cycle



BIR Incidents per month



```

graph TD
    Equity[Equity] --- BIR[BIR Incidents per month]
    BIR --- PB[Problem behavior]
    BIR --- Activity[Activity]
    BIR --- PM[Perceived Motivation]
    BIR --- Response[Response]
  
```

Equity

BIR Incidents
per month

Problem
behavior

Activity

Perceived
Motivation

Response

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



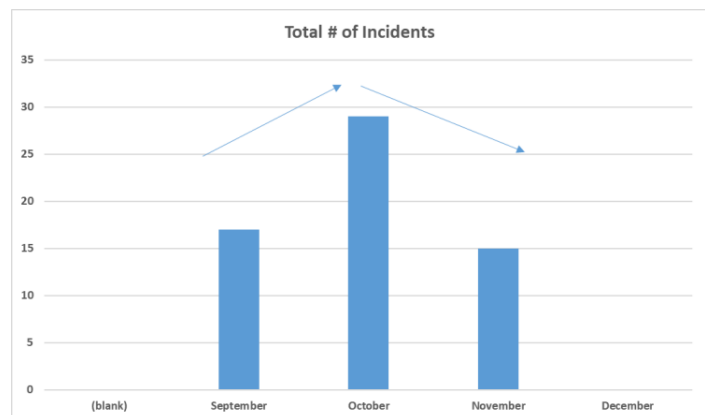
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Precision Statement

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

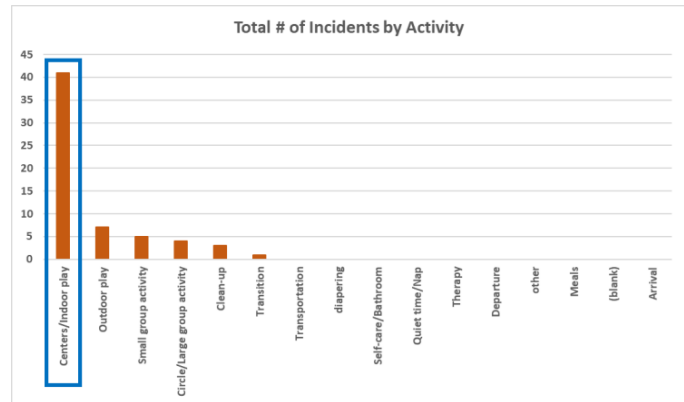
Child Level Think

- 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?



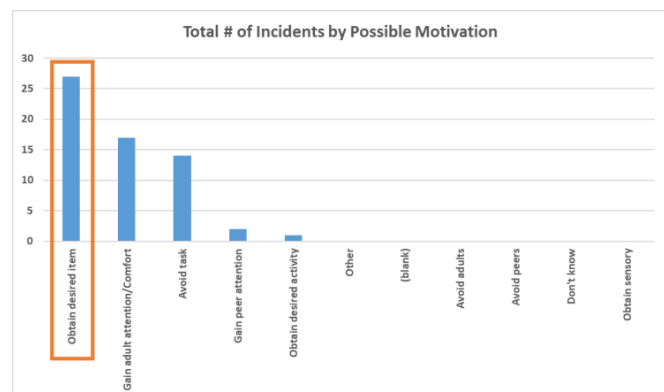
Child Level Think

- 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?



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).



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?

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)

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

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

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



Questions?