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Within the Framework Webinar Series

From Data to Decisions: Using the New Behavior Incident Report System Features to Address Exclusionary Discipline

Myrna Veguilla Figueroa, University of South Florida
Meghan von der Embse, University of South Florida

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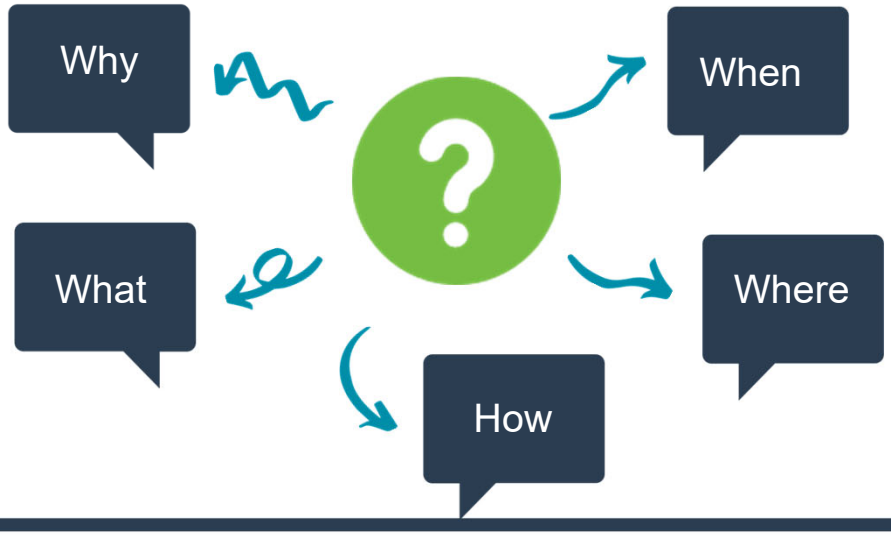
National Center for Pyramid Model INNOVATIONS
ChallengingBehavior.org

Presenters

Myrna Veguilla Figueroa
University of South Florida

Meghan von der Embse
University of South Florida

You've got questions, we've got answers!



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Questions?

Use the Q&A panel to submit your questions.

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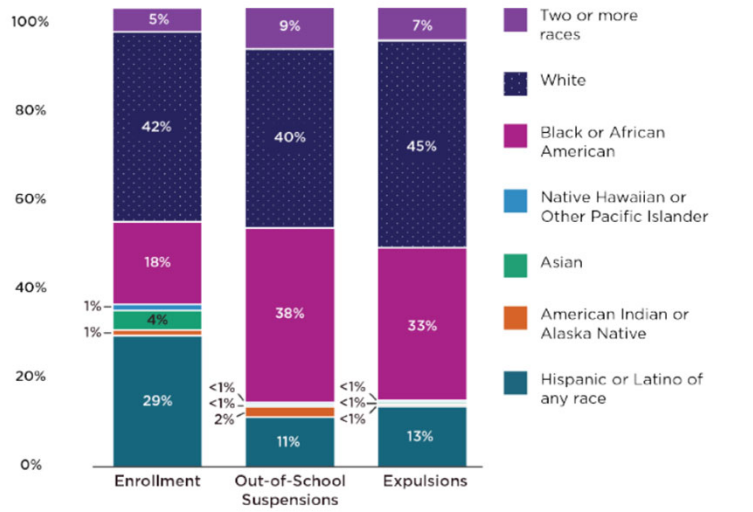
Why make changes to the BIRS?

During the 2021-22 school year, there were **1.4 million children enrolled** in preschools. Nearly **2,700 public preschool children received one or more out-of-school suspensions**, and approximately **370 preschool children were expelled**



SOURCE: U.S. Department of Education, Office for Civil Rights, 2021-22 Civil Rights Data Collection, released January 2025, available at https://civilrightsdata.ed.gov.

Impact of Exclusion

- Stigma
- Time in Instruction
- Access
- Membership

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A Holistic Framework

"Single solution responses to a complex, multidimensional problem are simply insufficient."

Allen, R. et al., (2022). A Holistic Approach to Ending Exclusionary Discipline for Young Learners: A Review of the Data, Research, and Multidimensional Solutions. The Children's Equity Project.

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Suspension and Expulsion are Less Likely …

- In programs implementing the Pyramid Model (Clayback & Hemmeter, 2020)
- In programs providing consultation (Silver & Zinsser, 2020)
- In programs with more support for social-emotional learning (e.g., use of a curriculum, use of Pyramid Model, support for addressing behavior) (Zinsser et al., 2016)
  - Linked to teachers with fewer depressive symptoms
  - More job satisfaction
  - Feeling more support in addressing challenging behavior
  - Ratings of program climate as more positive

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Major Messages

- The use of exclusionary discipline is harmful, ineffective, and affects children of color and children with disabilities disproportionately
- Programs and practitioners can make a difference through:
  - Data collection and data-informed decision-making
  - Guide and support practitioners in effective strategies
  - Implementing a MTSS that is developmentally appropriate for social-emotional and behavioral intervention
  - Providing ongoing professional development and practice-based coaching
  - Providing systematic processes for behavior support

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Behavior Incident Report System (BIRS)

- System for tracking and analyzing behavior incidents that are of concern to the teacher
- Includes a fo t exceed what is deve
- Includes an aphs that are reviewed by
- Analyze across children, across teachers, individual children, identify potential issues of disproportionality.

Goal is to support the child, teacher, and consider actions needed for program improvement

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What are the updates to the BIR Form?

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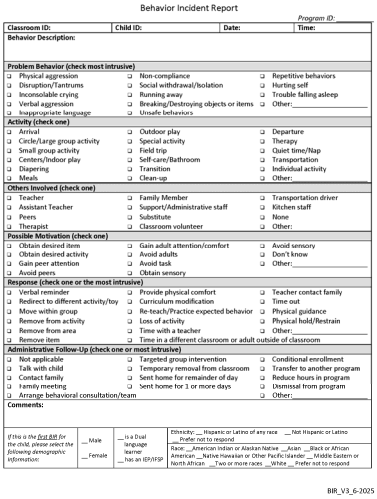
BIR Form v3.0

- The fields for data collection are adjusted to match the behaviors, activities and procedures that occur in ECE
- What is being measured?
  - Child incident of behavior that the teacher finds concerning (intensity, frequency, duration) or that exceeds developmentally expected behavior challenges



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	❑ Unmissal 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	__ is a Dual language learner __ has an IEP/IFSP	Ethnicity: __ Hispanic or Latino of any race __ Not Hispanic or Latino __ Prefer not to respond Race: __American Indian or Alaskan Native __Asian __Black or African American __ Native Hawaiian or Other Pacific Islander __ Middle Eastern or North African __Two or more races __White __ Prefer not to respond

BIR_V3_6-2025

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Exclusionary and Potentially Harmful Responses to Behavior

- Time-out
- Physical Restraint
- Temporary removal from classroom (In-School Suspension)
- Time in different classroom (In-School Suspension)
- Sent home for remainder of day (Suspension)
- Sent home for one or more days (Suspension)
- Conditional enrollment
- Reduced hours in the program
- Dismissal/Expulsion

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Suspensions and Dismissals

12. Time in different classroom or adult outside the classroom	The child is removed from primary classroom for an extended duration of time (i.e., more than 30 minutes) to spend part of a day or multiple days in a different classroom with a different adult supervising. The child is removed from the classroom to spend extended time with administrator, counselor, behavior therapist or other adult. **Note. This action is used in the calculation of In-School/Program Suspension.**

6. Temporary removal from classroom	Child is sent to some other part of the school (e.g., teacher classroom, nurse, guidance counselor) for remainder of day or multiple days in response to problem behavior. **Note. This action is used in the calculation of In-School/Program Suspension.**
7. Sent home for remainder of day	Child is sent home for some part of the school day. **Note. This action is used in the calculation of Out of School/Program Suspension.**
8. Sent home for one or more days	Child is sent home and not allowed to return to school for one or more days. **Note. This action is used in the calculation of Out of School/Program Suspension.**

12. Dismissal from program	The child is permanently removed from the preschool program. **Note. This action is used in the calculation of Expulsion/Dismissal**

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BIR Analytic Elements

Measure	Analysis	Factors
Behavior incident frequency	➢ Program ➢ Classroom ➢ Child	▪ Type of Problem Behavior ▪ Activity ▪ Others involved ▪ Possible motivation ▪ Strategy/Response ▪ Administrative follow-up ▪ Exclusionary Responses
Disproportionality	➢ BIR Composition ➢ BIR Risk ➢ Risk Ratio	▪ Race/Ethnicity ▪ Gender ▪ IEP status ▪ DLL status

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Where in the workbook are the changes?

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Updates BIRS version 3.0

- Program Information
  - Addition of *Middle Eastern or North African race category*
  - Addition of *Prefer not to respond* category
- Program Summary
  - Updated chart formatting
  - Addition of summary by day of the week
  - Addition of a filter by month
- Removal of individual tabs
  - Replaced with the new *Analysis by Category* tab
  - Addition of more filters (e.g., day of the week, time)
- Addition of an *Exclusionary Discipline* tab
- Removal of Distribution by ID tab

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Let's take a look!

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How can I use the new features in the BIRS?

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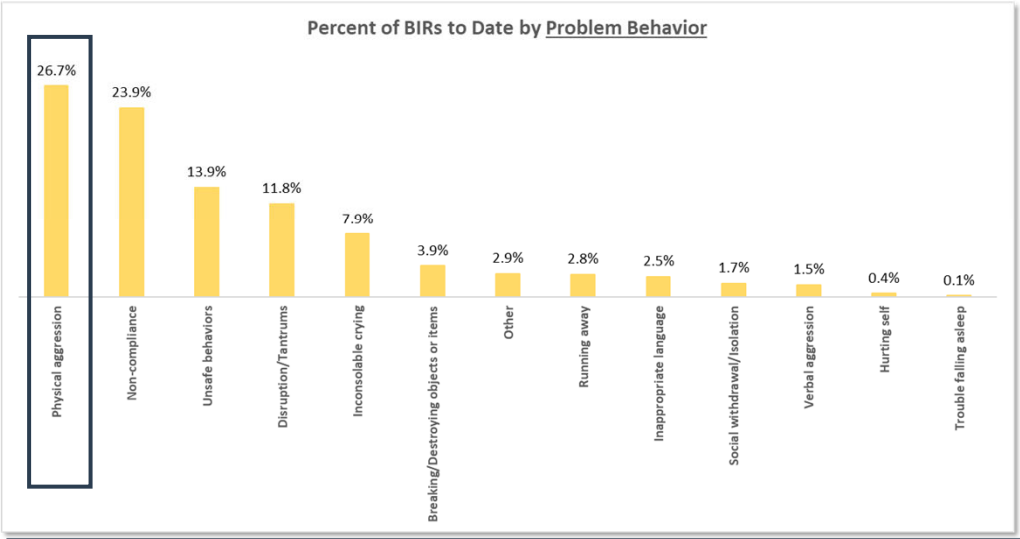
Using BIR Data

- Goal: Have the right data at the right time and in the right format so the Leadership Team can focus on action planning
- Primary Statements vs. Precision Statements
  - Primary statements demonstrate a general understanding of a situation or concern, but are not very actionable (e.g., “My classroom is out of control!”)
  - Precision Statements allow us to look at the context of a particular set of data in order to understand it better
  - The BIR data systems can support finding the answers for these questions as well

Program Summary



From Precision Statements to Improved Outcomes

Problem Behavior
Other
Physical aggression
Running away
Social withdrawal/Is...
Unsafe behaviors
Verbal aggression
Trouble falling asleep

Activity
Centers/Indoor play
Circle/Large group a...
Clean-up
Departure
Meals
Other
Outdoor play

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Gathering data

	Values	
Others Involved	**% of Total Incidents**	**Total # of Incidents**
Peers	64.7%	44
Teacher	26.5%	18
Assistant Teacher	5.9%	4
Classroom volunteer	1.5%	1
Other	1.5%	1
Total	**100.0%**	**68**

Possible Motivation	**% of Total Incidents**	**Total # of Incidents**
Obtain desired item	29.4%	20
Avoid peers	14.7%	10
Gain peer attention	11.8%	8
Other	11.8%	8
Don't know	11.8%	8
Obtain desired activity	7.4%	5
Gain adult attention/Comfort	7.4%	5
Avoid task	4.4%	3
Avoid adults	1.5%	1
Total	**100.0%**	**68**

Response	**% of Total Incidents**	**Total # of Incidents**
Re-teach/Practice expected behavior	33.8%	23
Verbal reminder	27.9%	19
Remove from area	11.8%	8
Physical hold/Restrain	5.9%	4
Remove from activity	5.9%	4
Other	4.4%	3
Move within group	4.4%	3
Physical guidance	2.9%	2
Redirect to different activity/toy	1.5%	1
(blank)	1.5%	1
Total	**100.0%**	**68**

Administrative Follow-Up	**% of Total Incidents**	**Total # of Incidents**
Not Applicable	94.1%	64
Contact family	2.9%	2
Other	1.5%	1
Sent home for 1 or more days	1.5%	1
Total	**100.0%**	**68**

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BIRs are most commonly completed for physical aggression in centers/indoor play with peers to obtain desired items, and teachers respond by re-teaching/practicing the expected behavior. The most common administrative response is no response.

* 1 suspension: sent home for 1 or more days

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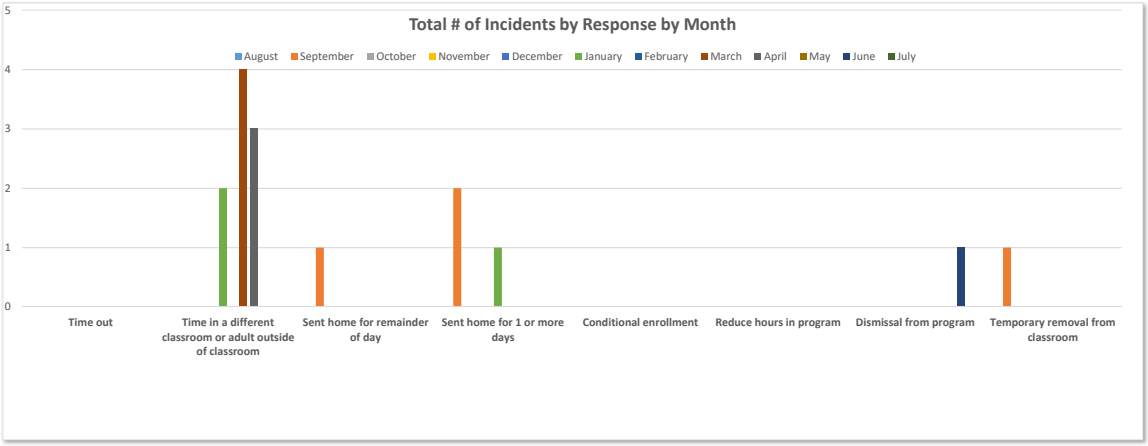
Exclusionary Discipline: Program Level



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Exclusionary Discipline: By Child ID

Total Number of Suspensions and Expulsions by Child ID

Child ID	OSS	ISS	Dismissal/Expulsion
C1	0	7	1
C2	0	0	0
C3	0	0	0
C4	1	1	0
C5	0	0	0
C6	0	0	0
C7	0	1	0
C8	0	0	0
C9	0	0	0
C10	0	0	0
C11	0	0	0
C12	0	0	0
C13	0	0	0
C14	0	0	0
C15	0	0	0
C16	0	0	0
C17	2	0	0
C18	0	0	0
C19	0	0	0
C20	0	0	0
C21	0	0	0

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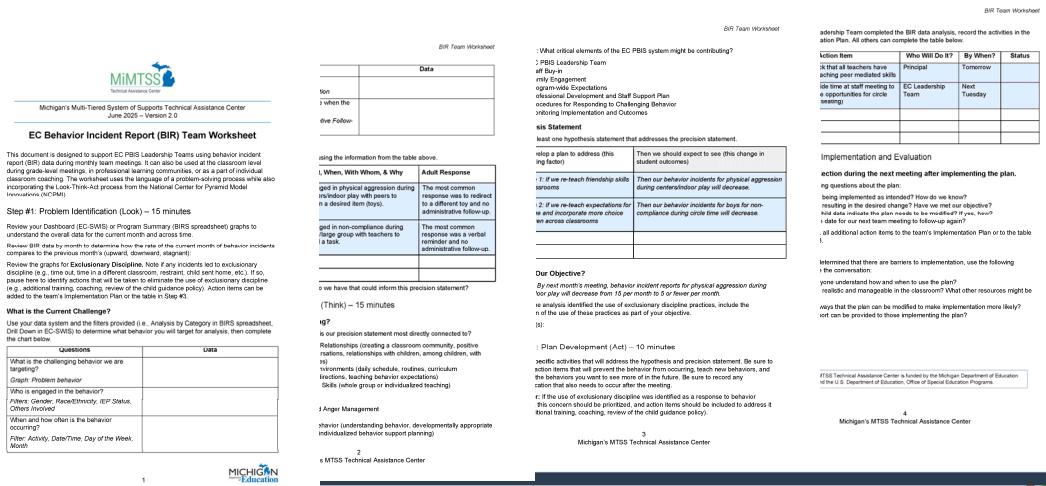
EC Behavior Incident Report (BIR) Team Worksheet

MiMTSS Technical Assistance Center



MiMTSS Technical Assistance Center
Michigan's Multi-Tiered System of Supports Technical Assistance Center
June 2025 – Version 2.0

EC Behavior Incident Report (BIR) Team Worksheet

This document is designed to support EC PBIS Leadership Teams using behavior incident report (BIR) data during monthly team meetings. It can also be used at the classroom level during grade-level meetings, in professional learning communities, or as a part of individual classroom coaching. The worksheet uses the language of a problem-solving process while also incorporating the Look-Think-Act process from the National Center for Pyramid Model Innovations (NCPMI).

Step #1: Problem Identification (Look) – 15 minutes

Review your Dashboard (EC-SWIS) or Program Summary (BIRS spreadsheet) graphs to understand the overall data for the current month and across time.

Review BIR data by month to determine how the rate of the current month of behavior incidents compares to the previous month's (upward, downward, stagnant):

Review the graphs for **Exclusionary Discipline.** Note if any incidents led to exclusionary discipline (e.g., time out, time in a different classroom, restraint, child sent home, etc.). If so, pause here to identify actions that will be taken to eliminate the use of exclusionary discipline (e.g., additional training, coaching, review of the child guidance policy). Action items can be added to the team's Implementation Plan or the table in Step #3.

What is the Current Challenge?

Use your data system and the filters provided (i.e., Analysis by Category in BIRS spreadsheet, Drill Down in EC-SWIS) to determine what behavior you will target for analysis, then complete the chart below:

Questions	Data
What is the challenging behavior we are targeting? *Graph: Problem behavior*	
Who is engaged in the behavior? *Filters: Gender, Race/Ethnicity, IEP Status, Others Involved*	
When and how often is the behavior occurring? *Filter: Activity, Date/Time, Day of the Week, Month*	

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BIR Team Worksheet

	Data
ton	
when the	
tive Follow-	

using the information from the table above.

When, With Whom, & Why	Adult Response
ged in physical aggression during ns/indoor play with peers to a desired item (toys).	The most common response was to redirect to a different toy and no administrative follow-up.
ged in non-compliance during large group with teachers to a task.	The most common response was a verbal reminder and no administrative follow-up.

o we have that could inform this precision statement?

(Think) – 15 minutes

ig?

is our precision statement most directly connected to?

Relationships (creating a classroom community, positive nsitions, relationships with children, among children, with ns)

ronments (daily schedule, routines, curriculum ections, teaching behavior expectations)

Skills (whole group or individualized teaching)

Anger Management

havior (understanding behavior, developmentally appropriate individualized behavior support planning)

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BIR Team Worksheet

: What critical elements of the EC PBIS system might be contributing?

: PBIS Leadership Team
aff Buy-in
mily Engagement
ogram-wide Expectations
ofessional Development and Staff Support Plan
ocedures for Responding to Challenging Behavior
onitoring Implementation and Outcomes

sis Statement

least one hypothesis statement that addresses the precision statement.

elop a plan to address (this ng factor)	Then we should expect to see (this change in student outcomes)
1: If we re-teach friendship skills sarooms	*Then our behavior incidents for physical aggression during centers/indoor play will decrease.*
2: If we re-teach expectations for e and incorporate more choice en across classrooms	*Then our behavior incidents for boys for non-compliance during circle time will decrease.*

Our Objective?

By next month's meeting, behavior incident reports for physical aggression during oor play will decrease from 15 per month to 5 or fewer per month.

e analysis identified the use of exclusionary discipline practices, include the n of the use of these practices as part of your objective.

s):

: Plan Development (Act) – 10 minutes

ecific activities that will address the hypothesis and precision statement. Be sure to action items that will prevent the behavior from occurring, teach new behaviors, and the behaviors you want to see more of in the future. Be sure to record any cation that also needs to occur after the meeting.

r: If the use of exclusionary discipline was identified as a response to behavior his concern should be prioritized, and action items should be included to address it tional training, coaching, review of the child guidance policy).

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BIR Team Worksheet

adership Team completed the BIR data analysis, record the activities in the ation Plan. All others can complete the table below.

ction Item	Who Will Do It?	By When?	Status
k that all teachers have aching peer mediated skills	Principal	Tomorrow	
ide time at staff meeting to e opportunities for circle eetings)	EC Leadership Team	Next Tuesday	

Implementation and Evaluation

ection during the next meeting after implementing the plan.

ng questions about the plan:

being implemented as intended? How do we know?
resulting in the desired change? Have we met our objective?
hild data indicate the plan needs to be modified? If yes, how?
date for our next team meeting to follow-up again?

all additional action items to the team's Implementation Plan or to the table

letermined that there are barriers to implementation, use the following the conversation:

yone understand how and when to use the plan?
realistic and manageable in the classroom? What other resources might be

ways that the plan can be modified to make implementation more likely?
ort can be provided to those implementing the plan?

MTSS Technical Assistance Center is funded by the Michigan Department of Education nd the U.S. Department of Education, Office of Special Education Programs.

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Using the Team Worksheet

- Step 1: Problem Identification (Look)
- Step 2: Problem Analysis (Think)
- Step 3: Plan Development (Act)
- Step 4: Plan Implementation and Evaluation

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Why is the problem happening?
Which Pyramid Model Practice(s) is our precision statement most directly connected to?

- Nurturing and Responsive Relationships
- High Quality, Supportive Environments
- Teaching Social-Emotional Skills
  - Friendship Skills
  - Emotional Literacy
  - Self-Regulation and Anger Management
  - Problem Solving
- Addressing Challenging Behavior

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Why is the problem happening?
What critical elements of the Pyramid Model system might be contributing?

- Leadership Team
- Staff Buy-in
- Family Engagement
- Program-Wide Expectations
- Professional Development and Classroom Coaching
- Procedures for Responding to Challenging Behavior
- Monitoring Implementation and Outcomes

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Where can I find the BIRS?

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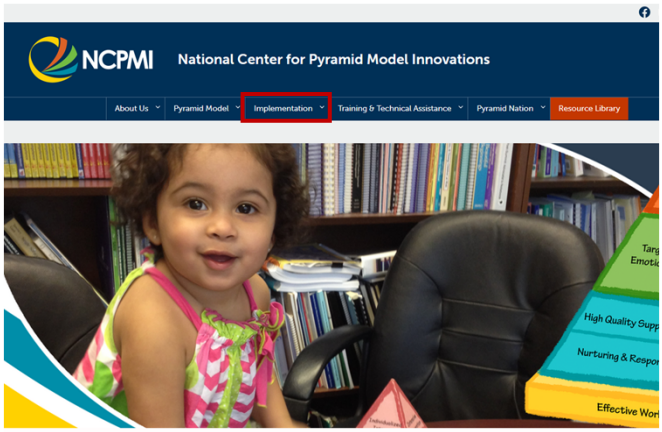
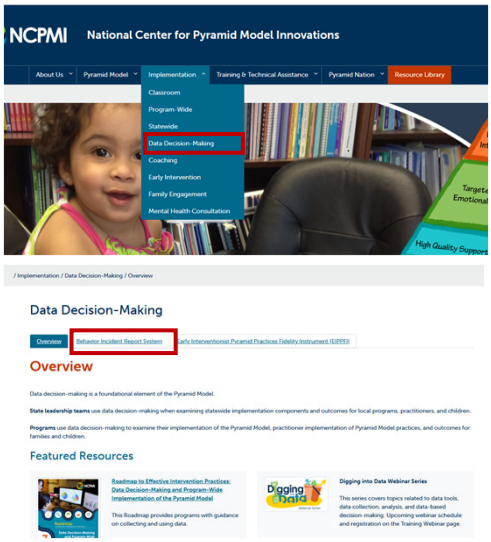
How to Access

challengingbehavior.org





BIRS Download Page

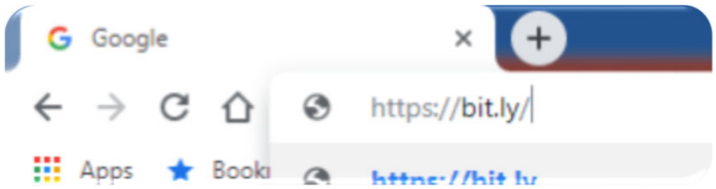
Questions?

Use the Q&A panel to submit your questions.

Survey and Certificate

Recording Viewers

- Type URL into a web browser window or scan QR Code
- *URL is case sensitive*



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