


Providing Supports to Classrooms and Children Using the Behavior Incident Report System (BIRS)

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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

Webinar 5: Using the Behavior Incident Report System: I Have an Equity Alert, Now What?

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.



Look-Think-Act Process



Look

Examine data for trends and meaningful associations

In the "Look" step, the leadership team should refrain from jumping to an inference about the data. In the initial review, the team should identify what they see factually without coming to conclusions.

Think

Ask questions related to the data that might help with interpretation

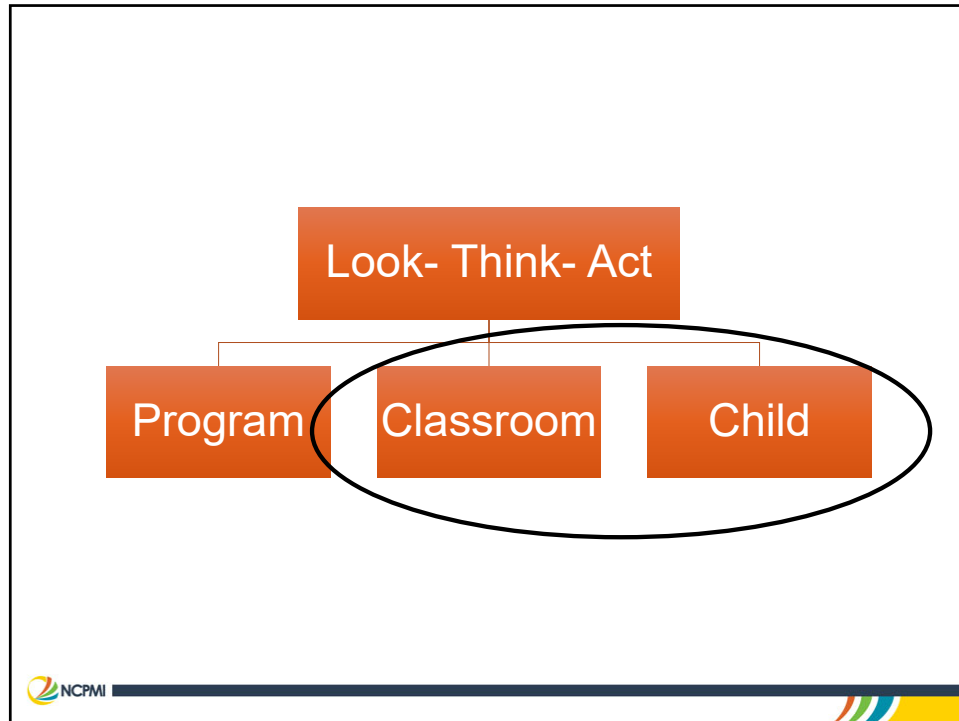
In the "Think" step, the team engages in a discussion to make interpretations about the data. The team begins to identify their inferences or conclusions based on the data that offer evidence for those conclusions.

Act

Make decisions as a team and identify the action plan needed to put the decisions in place

In the "Act" step, the team identifies actions that will be implemented in response to conclusions from the data. Steps might include multiple actions (e.g., the provision of professional development, changes in program procedures, etc.), the collection of additional data, and/or a decision to continue to monitor a particular situation or data set.





Program Procedures

Purpose:

- Identify policy that includes the promotion of social emotional skills, use of positive guidance and prevention approaches, and eliminates the use of suspension and expulsion (#5)
- Identify procedures that are positive, sensitive to family values, culture, and language, and provide guidance (#29)
- Provide a process for responding to crisis situations (#30)

Write a behavior incident report if:

- The behavior cannot be explained as part of typical development.
- The behavior is harmful to other children or adults.
- The behavior occurs repeatedly. (E.g., behavior occurs more than once a day or over a number of days in a week.)
- Child does not respond to positive methods of child guidance
 - Redirection,
 - Reminders of expectations,
 - Instruction in acceptable alternative,
 - Use of positive attention when expected behavior occurs).
- The behavior is intense or lasts an extended period of time.
- The teacher is concerned



BIR Data Informs the Need for Additional Support



Monthly review of BIR data by leadership team, coach, behavior support staff

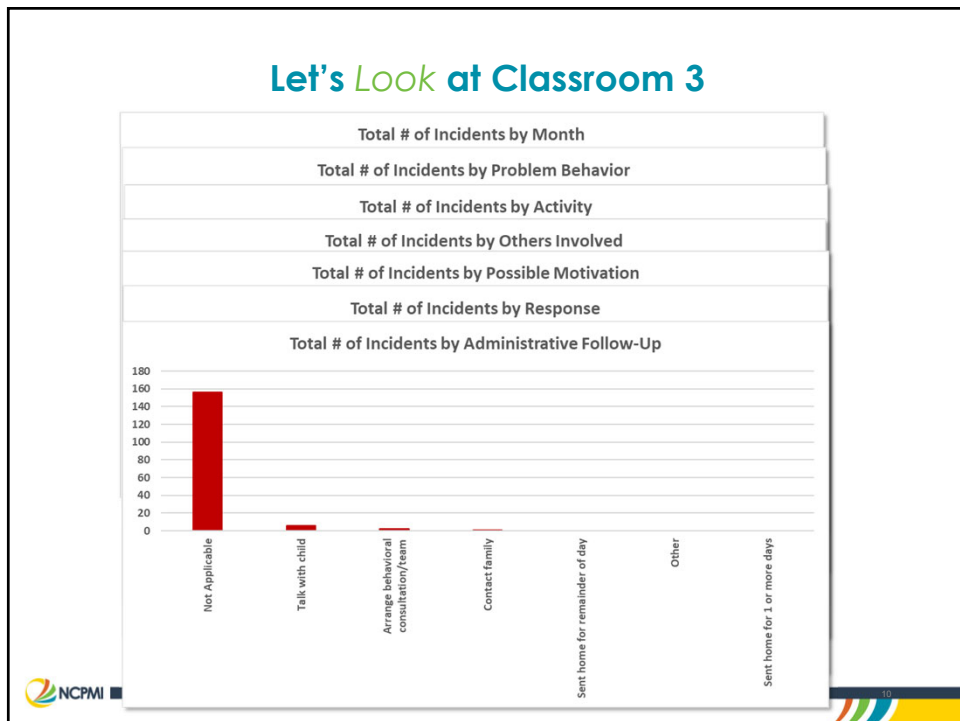
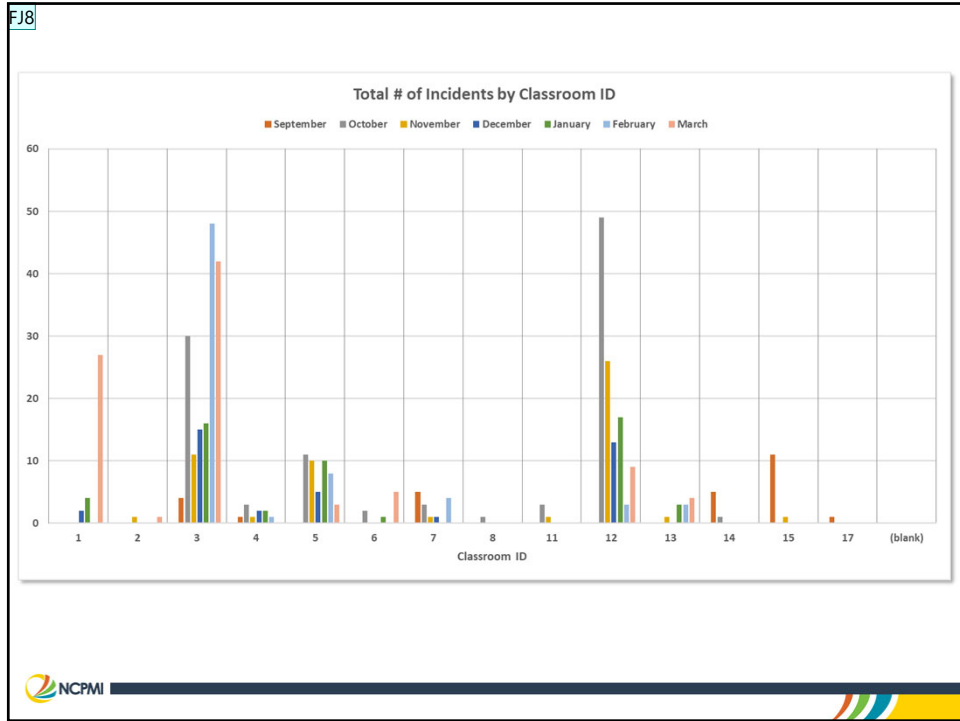


Teacher reflect on completed BIRs



Analyze data to determine level of support (Look & Think)





Slide 9

FJ8

Even though we're not showing, we might want to say something about this is not first graph you'd look at.

Ferro, Jolene, 4/27/2021

Classroom 3 Summary: FJ9

Noncompliance and Physical Aggression

Centers/Indoor Play

Peers

Avoid Task

Re-teach/Practice Expected Behavior

No Administrative Response



Let's Think about Classroom 3

- How many children in the classroom with BIRs?
- Is the teacher completing BIRs for one child or multiple children in the classroom?
- Is there a pattern of behavior incidents occurring during certain routines or during particular times of day?
- Is the teacher receiving regular coaching supports?
Does this teacher have a current TPOT score? Do they have current action plan goals?



Slide 11

FJ9

Do we need something that asks the question- What other data do we need? It will guide them into looking at child data. It just feels like we need more here.

Ferro, Jolene, 4/27/2021

Who are the Children?

Classroom ID 3

Child ID Total # of Incidents

C39 75

C32 26

C38 22

C26 11

C4 7

C29 7

C28 7

C23 4

C37 4

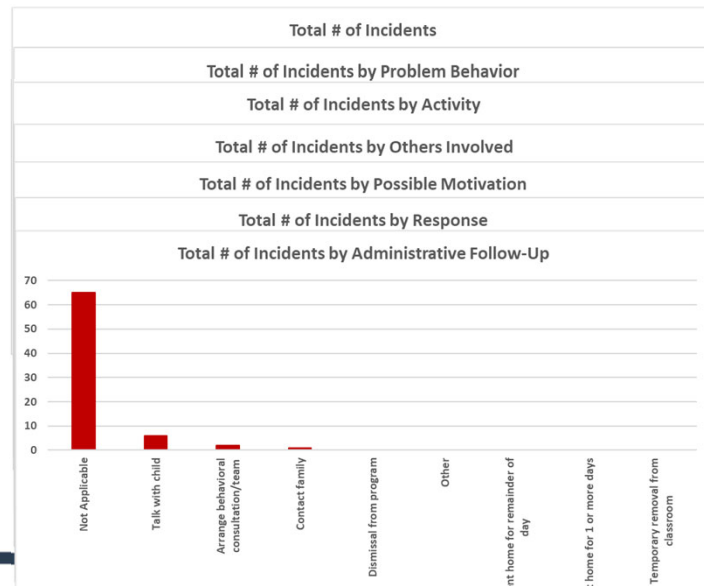
C18 3

Grand Total 166

Still 91 BIRs for Classroom 3



Let's Look at Child 39



FJ10

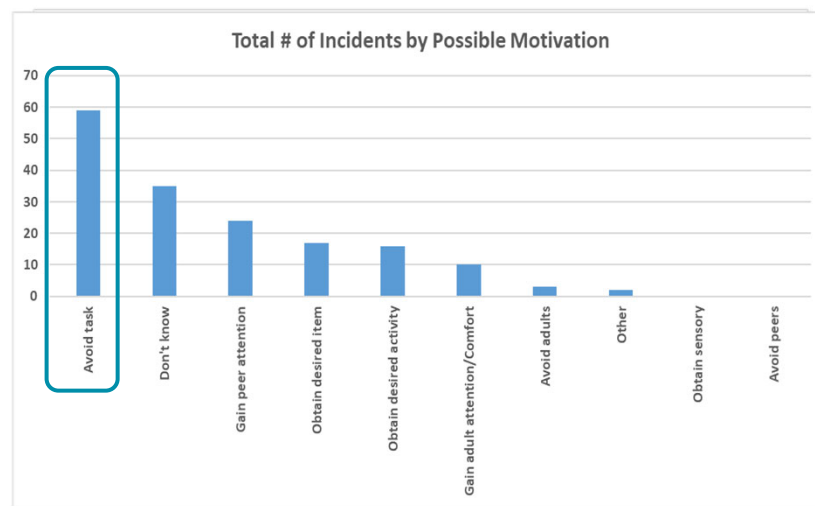
Think about classroom and individual child data...

Classroom 3	Child 39
Non-compliance/Physical Aggression	Physical Aggression (40 of 49 classroom BIRs)
Centers Indoor Play	Centers/Indoor Play (40 of 46 classroom BIRs)
Peers	Peers (42 of 60 classroom BIRs)
Avoid Task	Don't Know
Re-teach/Practice Behavior	Re-teach/Practice Behavior
No Administrative Response	No Administrative Response



How can the Coach Support the Teacher?

Look at classroom summary data considering remaining children

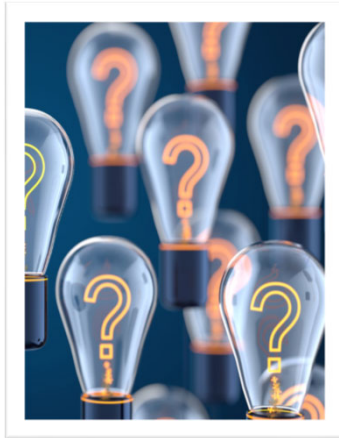


FJ10

I really like this

Ferro, Jolenea, 4/27/2021

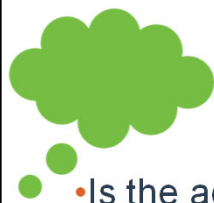
Let's *Think* About the Classroom Again...



- What is happening during transitions, especially transitions related to clean-up and circle/large group?
- Is the teacher using best practice? What are current TPOT indicators in place around Pyramid Model Practices during these routines?
- What does the coaching log show about teacher goals
- Are the children engaged? What can be done to enhance engagement during transitions and large group activities?

We CAN Support the Classroom and Individual Children at the Same Time

- Increasing classroom support for all children can help support children who need individual support
- Teaching skills during large group can allow for skills to be practiced during other activities (centers/indoor play and outdoor play)
- These skills can be added into behavior support plan



Let's Think about Child 39

- Is the aggression causing harm?
- Is there a pattern in which aggression is involved?
- When does the aggression occur? Is the child and/or the center involved during center?
- How can we identify the motivation?
- Does Child 39 already have a behavior support plan? Is it being implemented with fidelity?
- Were there changes at home or school?



NCPMI



Answers to the Think Analysis

- The aggression is harming other children.
- There is no specific peer but there is a specific toy and center
- Child 39 transitions into centers with difficulty because he wants a specific center
- There is no current behavior support plan.
- No contact yet with the parent.



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What are the Actions?

- Crisis intervention plan
- Refer child to behavior support team
- Continue to:
 - Complete BIR forms
 - Monitor data
- Include family as part of team
- Complete the FBA and Identify Motivation
- Develop Intervention strategies based on FBA results
- Monitor behavioral data & correct implementation
- Identify need for referral or access to other services.



Behavior Persists or Increases

- Enlist aid of behavior support staff and team to observe
- Assess consistency of strategy implementation
- Include family in planning, strategies used, and progress.
- Identify new strategies (e.g., teaching problem solving)
- Go to Individualized Intervention if:
 - Behavior has become harmful
 - Intensity and/or frequency of behavior substantially increased



Summary

- Importance of having a procedure that meets needs of your program
- How to dig into the data for information on individual child
- How to identify groups of children who may need similar support
- How to use the LTA process

Questions





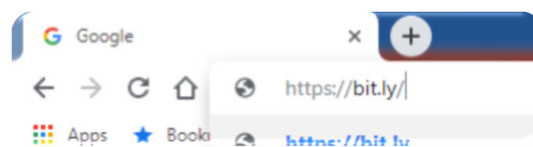
Stay tuned for additional
data webinars.



Survey and Certificate

Recording Viewers

- Type URL at the end of the recording into a web browser window
- *URL is case sensitive*



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