

## 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?  <i>Graph: Problem behavior</i>	
Who is engaged in the behavior?  <i>Filters: Gender, Race/Ethnicity, IEP Status, Others Involved</i>	
When and how often is the behavior occurring?  <i>Filter: Activity, Date/Time, Day of the Week, Month</i>	

Questions	Data
Why is the behavior happening? <i>Filter: Perceived/Possible Motivation</i>	
What is the typical adult response when the behavior occurs? <i>Filters: Response and Administrative Follow-up</i>	

### Precision Statement

Record your precision statement using the information from the table above.

Who	What, When, With Whom, & Why	Adult Response
Example 1: This month, many children across classrooms...	Engaged in physical aggression during centers/indoor play with peers to obtain a desired item (toys).	The most common response was to redirect to a different toy and no administrative follow-up.
Example 2: This month, boys in 4 of the 5 classrooms...	Engaged in non-compliance during circle/large group with teachers to avoid a task.	The most common response was a verbal reminder and no administrative follow-up.

**Consider:** What additional data do we have that could inform this precision statement?

### Step #2: Problem Analysis (Think) – 15 minutes

#### Why is the Problem Happening?

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

- Nurturing and Responsive Relationships (creating a classroom community, positive attention, supportive conversations, relationships with children, among children, with families, and with colleagues)
- High Quality, Supportive Environments (daily schedule, routines, curriculum modifications, transitions, directions, teaching behavior expectations)
- Teaching Social-Emotional Skills (whole group or individualized teaching)
  - Friendship Skills
  - Emotional Literacy
  - Self-Regulation and Anger Management
  - Problem Solving
- Addressing Challenging Behavior (understanding behavior, developmentally appropriate responses, de-escalation, individualized behavior support planning)

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

- EC PBIS Leadership Team
- Staff Buy-in
- Family Engagement
- Program-wide Expectations
- Professional Development and Staff Support Plan
- Procedures for Responding to Challenging Behavior
- Monitoring Implementation and Outcomes

### Hypothesis Statement

Create at least one hypothesis statement that addresses the precision statement.

If we develop a plan to address (this contributing factor)	Then we should expect to see (this change in student outcomes)
<i>Example 1: If we re-teach friendship skills in all classrooms</i>	<i>Then our behavior incidents for physical aggression during centers/indoor play will decrease.</i>
<i>Example 2: If we re-teach expectations for circle time and incorporate more choice for children across classrooms</i>	<i>Then our behavior incidents for boys for non-compliance during circle time will decrease.</i>
1.	
2.	

### What is Our Objective?

*Example: By next month's meeting, behavior incident reports for physical aggression during center/indoor play will decrease from 15 per month to 5 or fewer per month.*

**Note:** If the analysis identified the use of exclusionary discipline practices, include the elimination of the use of these practices as part of your objective.

Objective(s):

### Step #3: Plan Development (Act) – 10 minutes

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

**Reminder:** If the use of exclusionary discipline was identified as a response to behavior incidents, this concern should be prioritized, and action items should be included to address it (e.g., additional training, coaching, review of the child guidance policy).

If the EC PBIS Leadership Team completed the BIR data analysis, record the activities in the team's Implementation Plan. All others can complete the table below.

Action Item	Who Will Do It?	By When?	Status
Example 1: Check that all teachers have the visuals for teaching peer mediated skills	Principal	Tomorrow	
Example 2: Provide time at staff meeting to brainstorm choice opportunities for circle time (e.g., song, seating)	EC Leadership Team	Next Tuesday	

## Step #4: Plan Implementation and Evaluation

**Complete this section during the next meeting after implementing the plan.**

Answer the following questions about the plan:

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

Remember to add all additional action items to the team's Implementation Plan or to the table provided in Step 3.

If your team has determined that there are barriers to implementation, use the following questions to guide the conversation:

- Does everyone understand how and when to use the plan?
- Is the plan realistic and manageable in the classroom? What other resources might be needed?
- Are there ways that the plan can be modified to make implementation more likely?
- What support can be provided to those implementing the plan?

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