Early Childhood Behavior Incident Reports (BIRs)

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Acknowledgments

The content for this training day was developed based on the work of:

- National Center for Pyramid Model Innovations (NCPMI)

Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share "air time"
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

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Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training

- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders

- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

The Behavior Incident Report (BIR) training provides the purpose and process for collecting and using Behavior Incident Report data within the implementation of EC PBIS. Teams will use BIR data to determine the impact of EC PBIS on children, classrooms, and the overall school/center.

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Intended Outcomes

- Explain what behavior incident reports (BIR) are and why they are important

- Understand how BIR data should be collected and analyzed to support the implementation of EC PBIS

- Use BIR data to develop a precision statement

- Determine next steps and action items

Agenda

1.0 Why Behavior Incident Reports (BIRs)?

2.0 BIR Data Collection Readiness

3.0 Data-Based Decision Making

4.0 Wrap Up & Next Steps

Activity

Who's Here Today?

- In the chat, type your role at your school, district, or ISD

- Be ready to unmute to say, "That's me!"

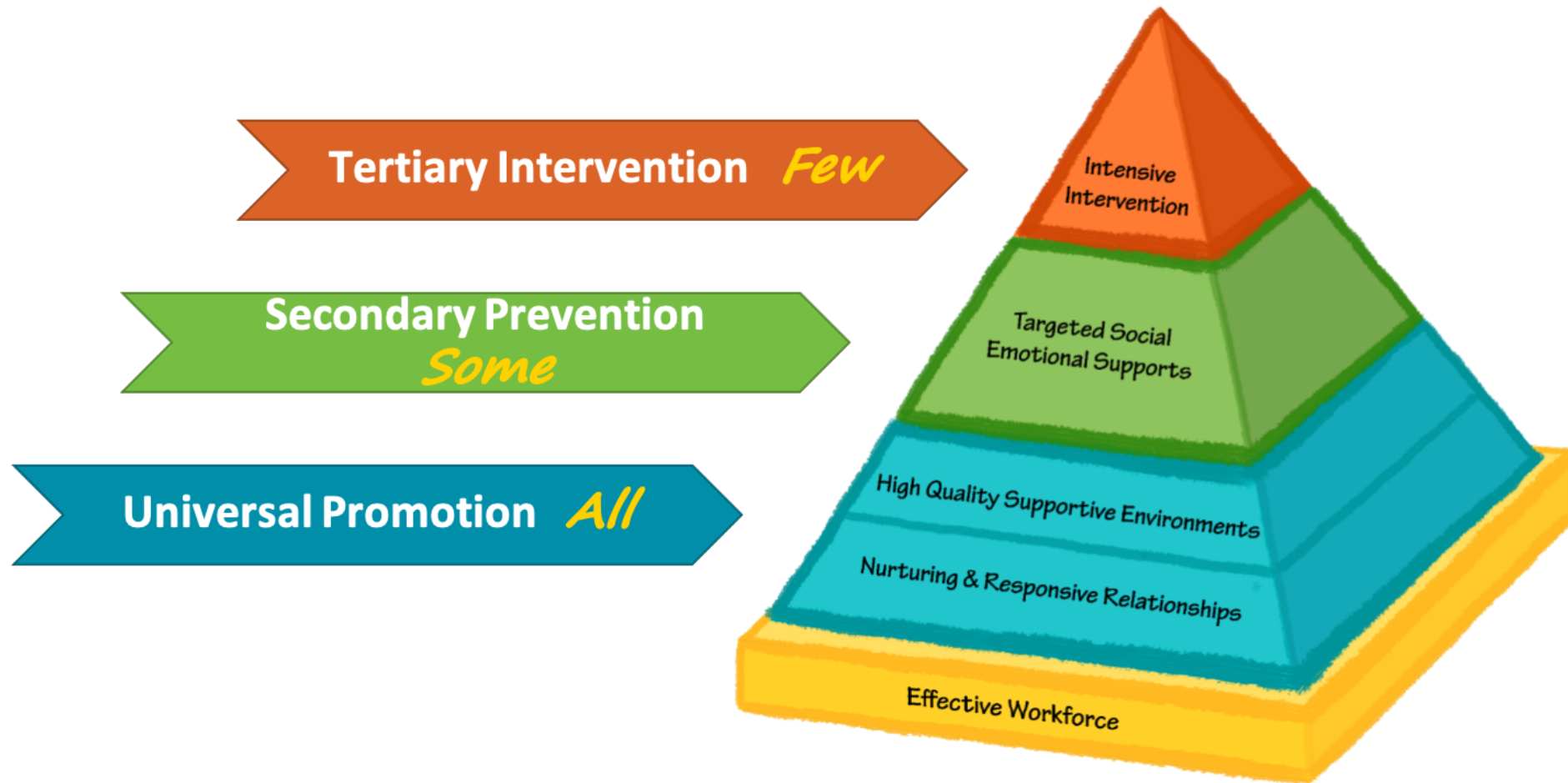# 1.0 Why Behavior Incident Reports (BIRs)?

Multi-Tiered System of Support (MTSS)

Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) is a social-emotional-behavioral MTSS framework

Supporting Staff Behavior

Supporting Decision Making

SYSTEMS

EQUITY

DATA

PRACTICES

Supporting Student Behavior

OUTCOMES

Social Competence & Academic Achievement

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Early Childhood Positive Behavioral Interventions and Supports (EC PBIS)

- Bringing BIRs to your site is just one part of Early Childhood PBIS!

- EC PBIS is the implementation of the Pyramid program-wide

  - Guided by a Leadership Team who focuses on many critical features

  - Includes the infrastructure to support staff and the use of data for decision making

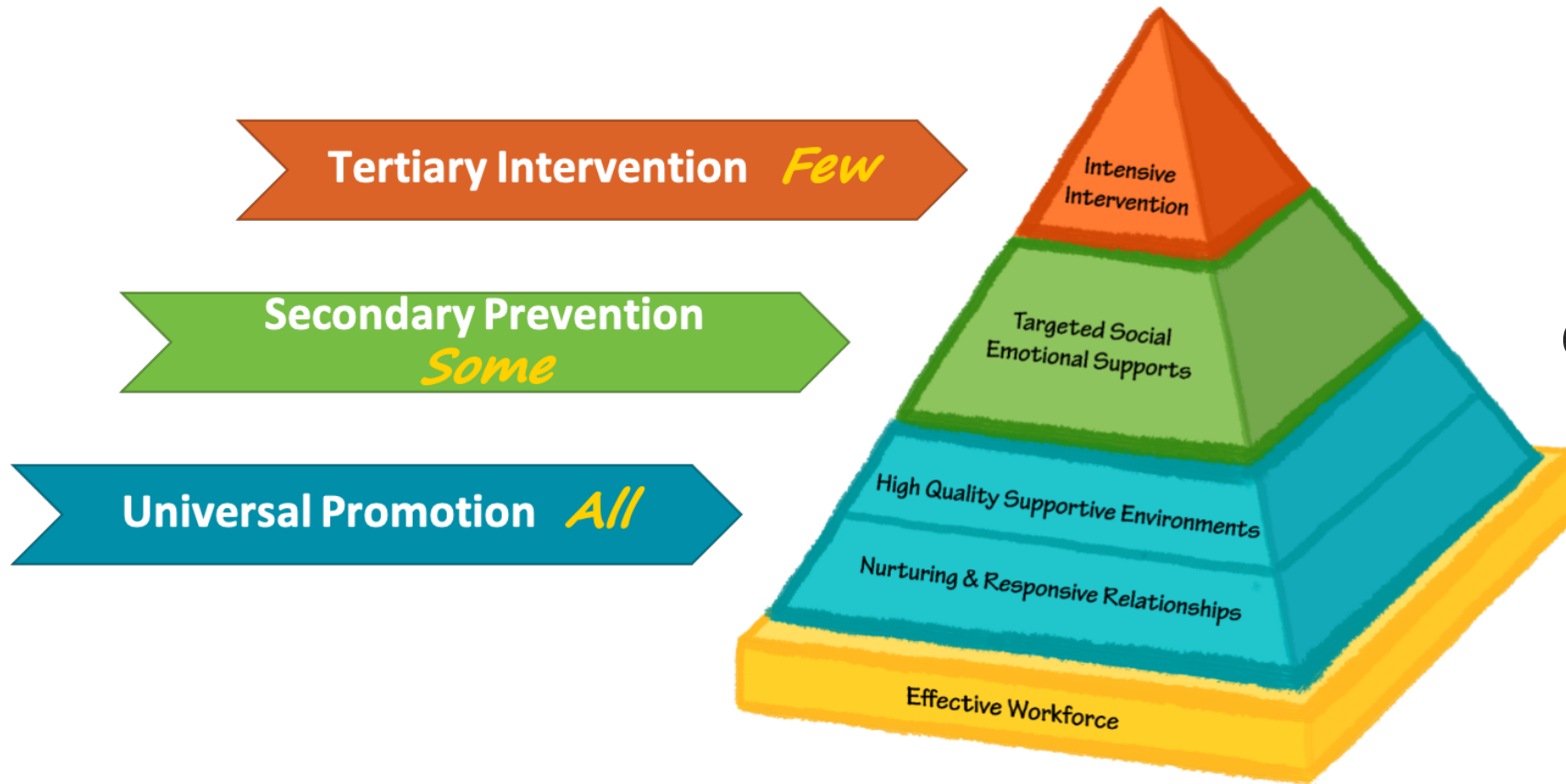# The What: Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children

Tertiary Intervention *Few*

Secondary Prevention *Some*

Universal Promotion *All*

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce

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Goal of Implementing the Pyramid

- All young children and their families can access high-quality preschool programs

- Professionals work in partnership with families

- Children have positive social, emotional, and behavioral outcomes

- No incidents of suspension and expulsion

Prevention and Promotion

Tertiary Intervention *Few*

Secondary Prevention *Some*

Universal Promotion *All*

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce

Even when these practices are in place, some young children will engage in challenging behavior

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Using Data Helps Us Focus on Prevention and Promotion

Implementation Data

- Early Childhood Benchmarks of Quality (BOQ)

- Teaching Pyramid Observation Tool (TPOT)

- Coaching Logs

Impact Data

- Behavior Incident Reports (BIRs)

- Family/Staff surveys

- Other program-wide data

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When Challenging Behavior Occurs…

- Inappropriate discipline practices are a national concern

- Disproportionality exists across the nation, including higher numbers of suspensions and expulsions for boys, Black preschoolers, and children with disabilities

- BIR analysis is a powerful tool!

  - Guides decisions related to behavior prevention and response

  - Identifies and supports addressing concerns related to discipline responses

  - Helps identify staff and children in need of support

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Data-Based Decision Making: Impact

Behavior Incident Reports (BIR)

- Look for patterns in data to address program-wide and classroom behaviors more efficiently

- Identify factors related to challenges (e.g., location, activity, possible motivation)

- Measure changes in incidents over time

- Look for disproportionality issues

- Identify children who may need additional support

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Which Scenario is More Likely to Lead to Effective Intervention?

Scenario 1:

Ms. Beth reports that Kim has tantrums regularly and says they seem to occur all day! She's not sure what starts them, and typically, once they start, they just escalate. She's tried using the cozy corner and some breathing strategies, but they don't help. Ms. Beth is frustrated!

Scenario 2:

BIR data indicates that Kim has **tantrums** (i.e., dropping to the floor and crying) most often in **centers** involving **peers** in order to **obtain preferred items**. The most common response is **teacher redirection** (followed by re-teaching expectations).

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Activity 1.1

- Think about the information that we've covered so far about behavior incident reports

- With your small group, answer the following questions:

  - What brought you here today?

  - What might be the value of this type of data for your program?

  - What information will you want to share with staff to build support and create buy-in for collecting BIR data?

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2.0 BIR Data Collection

Big Picture: Data Systems

BIR data will be entered into one of the following systems:

- Behavior Incident Report System (BIRS)

  - Free Excel-based system developed from NCPMI

- Early Childhood School-wide Information System (EC-SWIS)

  - Web-based system available for schools that have access to a SWIS Facilitator already; purchased through PBISApps

- Either system will support the analysis of BIR data

- Additional details are provided in the **Options for Behavior Incident Report (BIR) Data Collection** document in your materials

Activity 2.1

- Locate the **Options for Behavior Incident Report (BIR) Data Collection** document in your materials

- As you review the document, write down any questions that you have on a scrap paper or post-it

- When you're finished reading, record in the chat which system your site would be more likely to use; if you're unsure, that's okay! Just type "I don't know"

- We'll go through any questions as a group

Behavior Incident Report (BIR) Process

Start by ensuring all teachers receive training on how and when to use a BIR form for a behavior incident

1. Complete BIR form: completed by classroom teacher or staff member following a behavior incident that is not developmentally normative or is a cause for a concern

2. Forms provided to data entry staff: BIR form is provided to a designated person who enters the data

3. Data analysis: Summary reports are available to examine factors related to behavior incidents

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BIR Form and Definitions

- When to complete:
  - Complete when a child hurts self or others or runs away from the classroom (or designated area)
  - For other behaviors, complete when a child is unresponsive to guidance procedures or redirection in the classroom
- BIR form is standardized
  - The language and options on the form should not be changed
  - Can be used paper/pencil or collected through a system like Google Forms, but will eventually need to be entered into the data system
  - Definitions for all of the terms are provided but may need to be contextualized for your site

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Activity 2.2

- Locate the documents titled **Behavior Incident Form** and **Behavior Incident Report System**

  - The Behavior Incident Form is what will be filled out by staff

  - The Behavior Incident Report System will support staff training of the system by providing clear definitions of each term

- As you review the documents, record any questions you have in the chat box

- We'll answer as many as we can as a group

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Staff Training

- Introduction to BIRs, including sharing the "why" for your building
- 1-hour video training about how and when the BIR form should be completed (available via link at the top of the **Behavior Incident Report System** document shared in previous activity)
  - Training can be completed independently or as a group
  - Includes practice opportunities to fill out the form
- Process for submitting BIRs: what will it look like at your building?

Resources

- BIR Teacher Fact Sheet

- BIR Motivation Tip Sheet

- BIR Frequently Asked Questions

- BIR Teacher Buy-In Presentation

Behavior Incident Report System
(https://challengingbehavior.org/implementation/data-decision-making/birs/)

Preview BIR Readiness Checklist

- Provides readiness activities related to site leadership, resource allocation, and the BIR collection process

- Designed to be completed by a Leadership Team, but the items could be supported by anyone at the site

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Michigan's Multi-Tiered System of Supports Technical Assistance Center
October 2023 – Version 1.1

Behavior Incident Report (BIR) Readiness Checklist

This document provides activities to complete as sites work to install BIR data collection. Adapted from the Behavior Incident Report System Readiness Checklist from NCPMI.

Table 1. Mark each item as not started, in progress, or complete.

Leadership Team Readiness Activities	Not Started	In Progress	Complete
An Early Childhood Leadership Team… • Meets monthly with consistent attendance. • Completes or will complete the Early Childhood Program-Wide PBS Benchmarks of Quality (BOQ). • Has an up-to-date implementation plan that is reviewed regularly. • Reviews program data regularly during meetings.			

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Activity 2.3

- Locate the **BIR Readiness Checklist** in your materials

- Review the items in all three sections:

  - Leadership Team

  - Resource Allocation

  - BIR Collection Process and Procedures

- Think about which items your site may already have in place and those that could be completed without too much difficulty

- Be ready to share one next step (from the checklist or not) that you can take in order to move toward the installation of BIRs at your site

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3.0 Data-Based Decision Making

Use of Data

"Data is not about adding more to your plate. Data is about making sure you have the right thing on your plate." – Paul Fleming
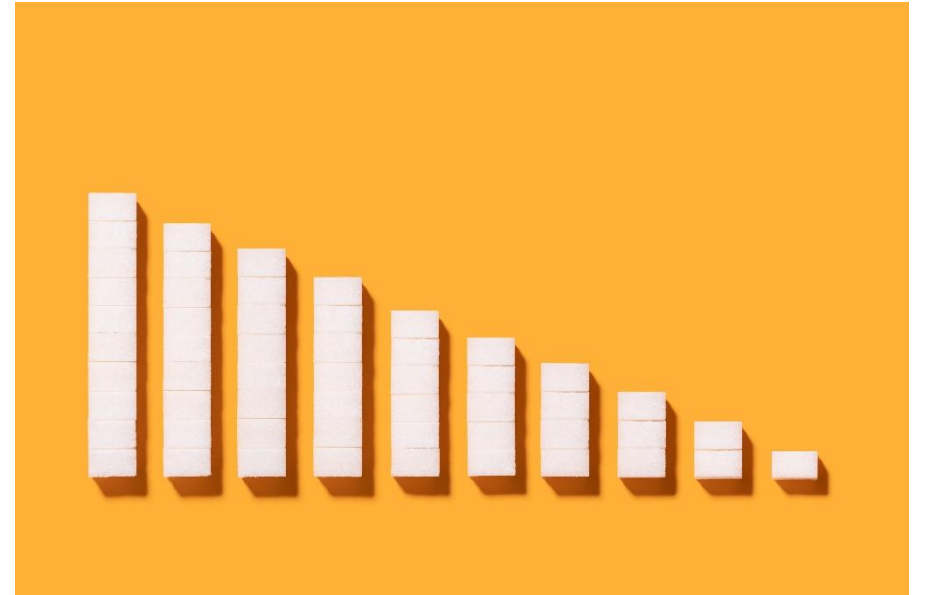
Data-Based Decision Making: Basic Assumptions

- 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 ongoing

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Organizing for an Effective Team Meeting

- BIR data should be examined monthly
- The goal is to have the right data at the right time and in the right format
- Data summaries and visualizations are helpful to engage team members in analyzing data and developing action plans
- Data Coordinators will support the use of data
  - Monthly at team meetings
  - During Improvement Cycles (e.g., data review meetings) a couple times a year

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Role of Data Coordinator

- Know what data to bring to monthly team meetings

- Prepare data reports for monthly team meetings

- Interpret data using summaries and graphs

- Ensure review of BIR data as a standing agenda item each month

- Ensure high-quality data collection and entry

- Support the team's data-driven decision making using BIR data monthly and a quarterly equity review using BIR data

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Use BIR Data Every Month

- Data Coordinator reviews data and prepares
  - Patterns and trends
  - Critical data to highlight
  - Graphs and tables to share
- Leadership Team can focus on **action planning** during the monthly team meeting
- A template worksheet (**Data Coordinator Monthly BIR Data Review Summary)** is located in your materials

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Activity 3.1

- Consider the information that has been covered so far about the use of BIR data

- Take the next 2 minutes to write out a brief elevator speech that addresses the following questions:

  - What will BIR data be used for?

  - How often will it be looked at, and by whom?

  - How can a Data Coordinator help?

- Be ready to share your response

BIRS: Data-Based Decision-Making Guide

- Supports building fluency with BIR data analysis

- Aligned with the BIR System (Excel spreadsheet); Process and graph types apply to EC-SWIS as well

- Describes the **Look, Think, Act** process as applied to BIR data for the program, classroom, and individual child-level

Behavior Incident Report System: Data-Based Decision-Making Guide

BIRS

Behavior Incident Report System
(https://challengingbehavior.org/implementation/data-decision-making/birs/)

Look: Big Picture of Program-Wide Data

- The Program Summary (BIRS) or Dashboard (EC-SWIS) provides a big picture overview of the BIR data in one spot

- Easily assess a visual change:

  - Changes in response to action plan

  - Trends across time

- Easily assess alerting data:

  - Increase in number of children identified with BIRs or increase in average number of BIRs per child

  - Teacher and administrator responses to behavior that are less desirable or inappropriate (e.g., removal from classroom)

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Big Questions to Answer

- Is problem behavior increasing or decreasing?

- Who are the children that are experiencing challenging behaviors?

- Who are the others involved with incidents?

- When does problem behavior occur (routine/activity)?

- Where does problem behavior occur (location)?

- What behaviors are most frequently reported?

- Why are children engaging in challenging behavior?

- What social, emotional, or communication skills need to be taught?

- How are we responding to challenging behavior?

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Is Problem Behavior Increasing or Decreasing?
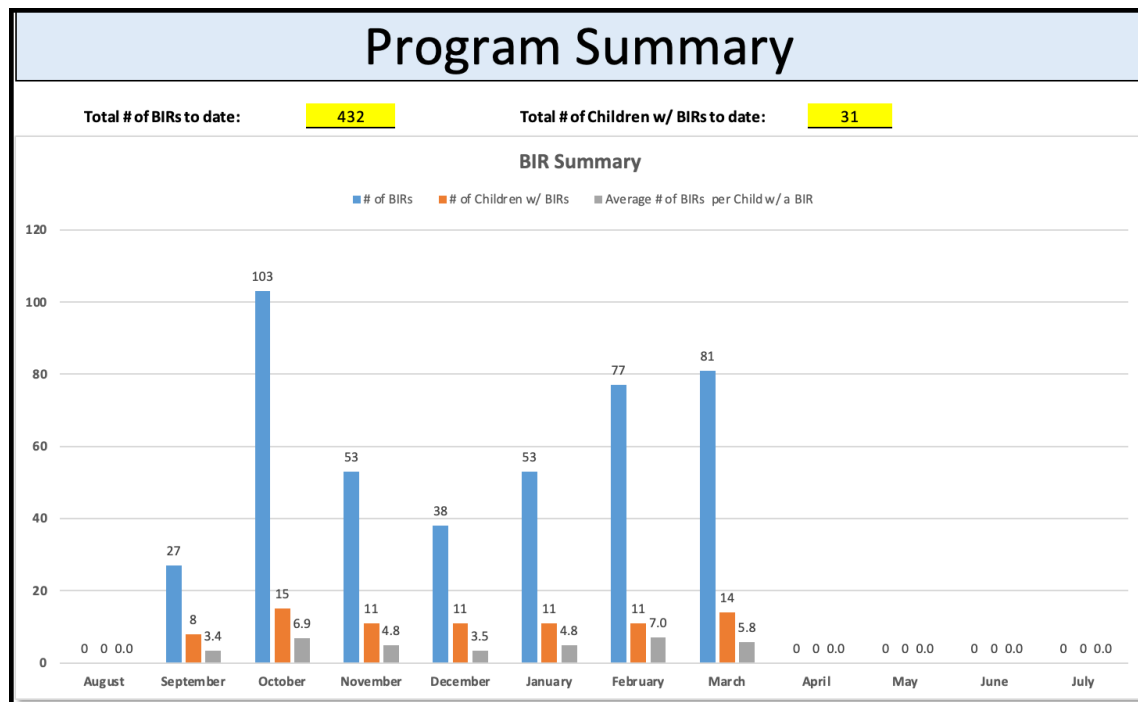
BIRS Graph
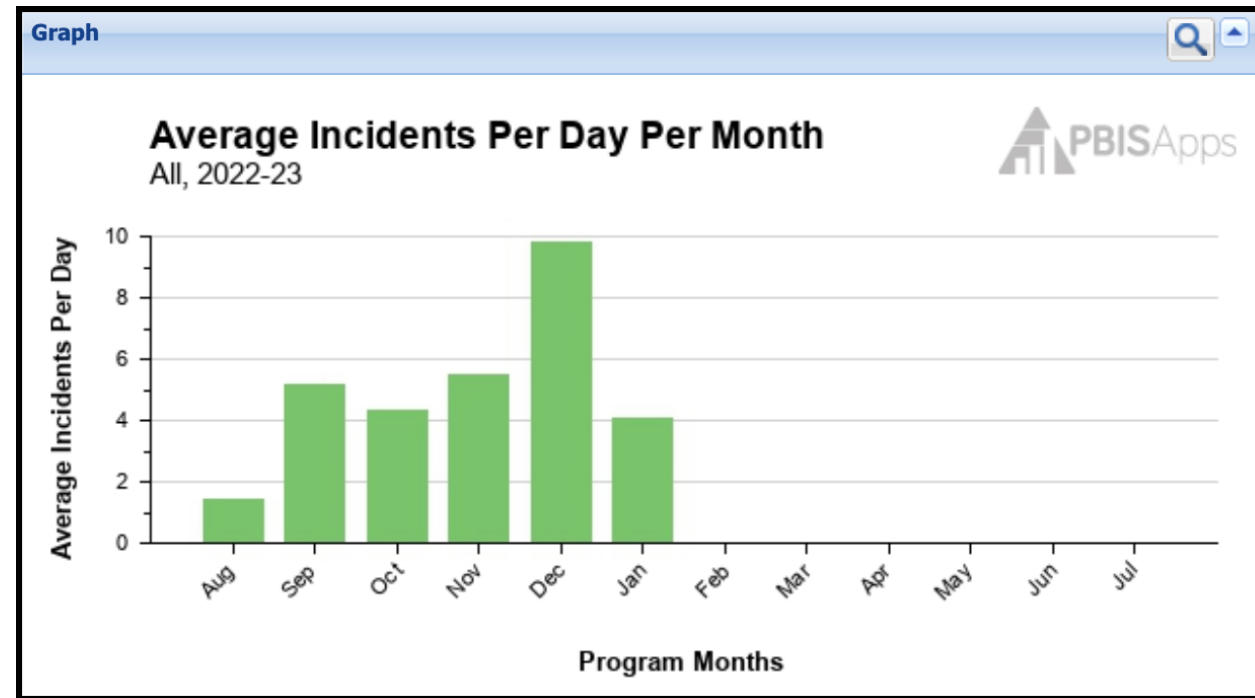
EC-SWIS Graph

When are Behaviors Most Frequently Reported?

BIRS Graph

EC-SWIS Graph

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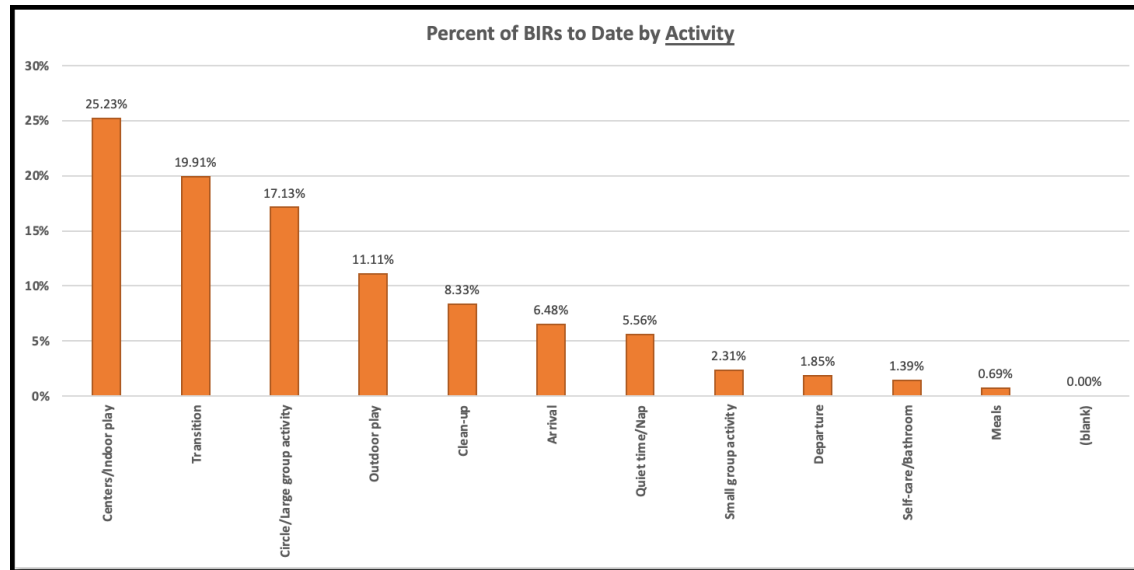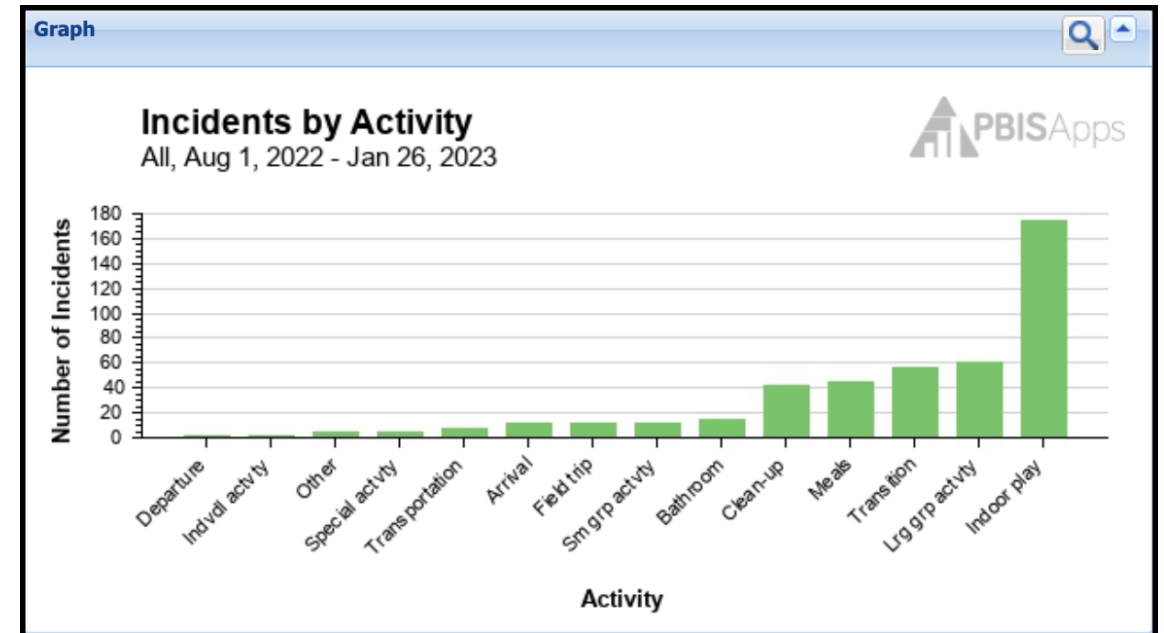
Caution! Cumulative Data Summaries

- These summary graphs are all cumulative

- In order to dig deeper (e.g., look at one specific month, compare one month to another), filters will have to be applied

- For the BIRS Excel, use the filters on each tab of the Excel file
  - Start with your initial concern and go to that tab
  - Use the filters on the left to see the data sorted in multiple ways

- For EC-SWIS, use the Drill Down feature
  - Add filters from the left side of the screen, then hit generate
  - Change the graph type to see the data sorted in different ways

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Activity 3.2

- Which system are you interested in exploring?

- Go to the **EC-SWIS Demo account** or download the sample **BIRS Excel** file from the chat

- Explore the **EC-SWIS Dashboard** or the **BIRS Program Summary tab** for this activity

- Determine which of the Big Questions you can answer just from the summary graphs – the questions are provided in your materials

- Don't worry if you can't find answers to all of them yet; we'll be digging deeper in a little bit!

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Now That We've Looked: Let's Think!

- Looking at the big picture only gets us so far

- Looking at your data will likely lead you to wonder about additional questions

  - What additional context is important?

  - What do we still want to know?

- Your data system can support finding the answers for these questions as well

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Think Question Example: Are Centers/Indoor Play an Ongoing Concern?

Total # of Incidents by Activity

Legend: September, October, November, December, January, February, March
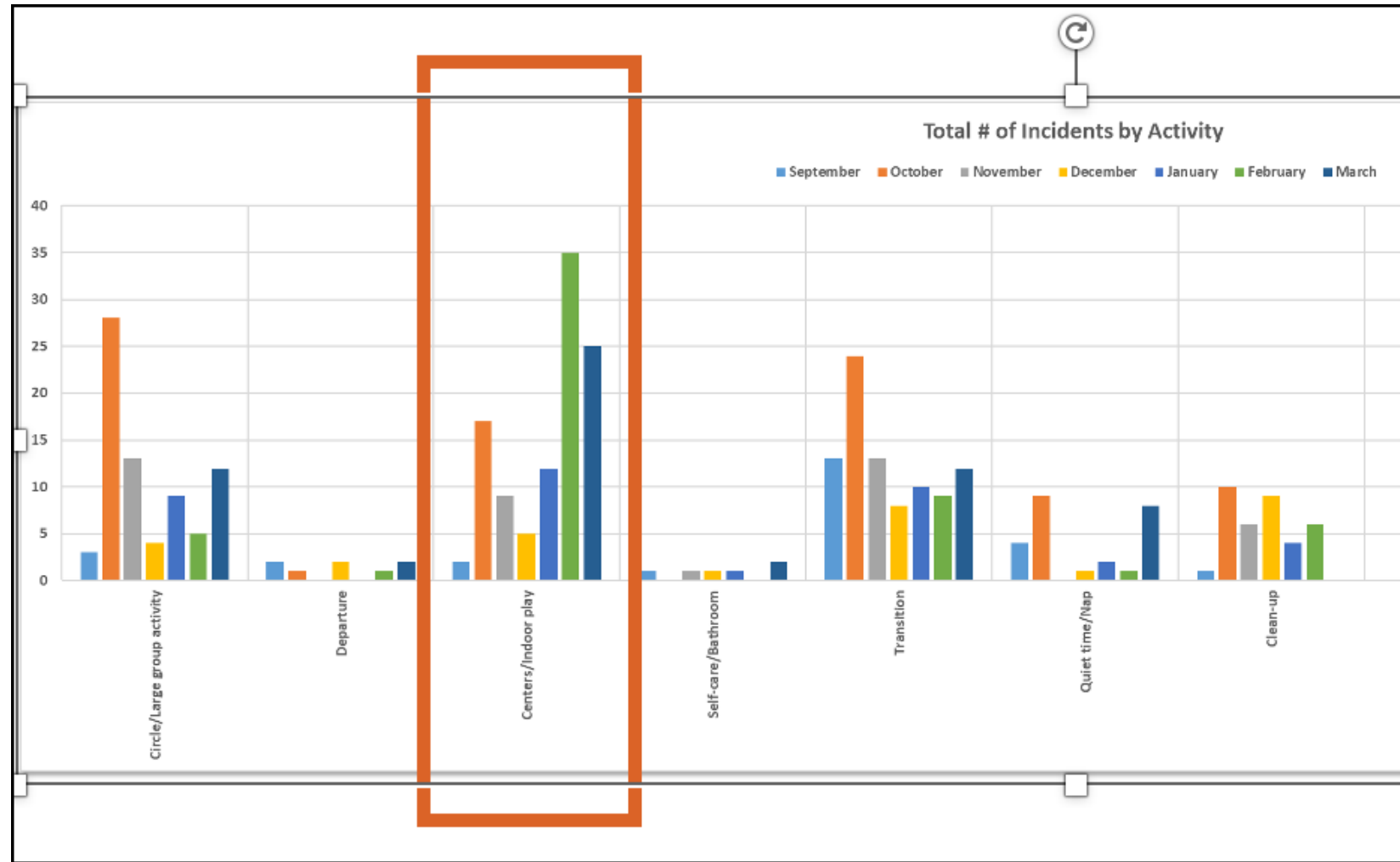
Another Example: Does Physical Aggression Occur Across Activities or Just During Center/Indoor Play?

Problem Behavior	Physical aggression

Activity	Total # of Incidents
Centers/Indoor play	60
Outdoor play	28
Transition	26
Circle/Large group activity	14
Quiet time/Nap	6
Clean-up	4
Departure	4
Small group activity	3
Self-care/Bathroom	1
Meals	0
Arrival	0
Total	**146**

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Narrowing the Focus

- Precision Statements allow us to look at the context of a particular set of data in order to understand it better

- 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 start with that general concern and then drill down into the data to find out additional details

Precision Statements

Instead of:

- We have a major problem with behavior

We can get precise:

- The program overall had 32 incidents of **physical aggression** in September across classrooms and involving multiple children
- Most occurred during **center time** and involved **peers**
- The most common motivation was to **obtain desired item**
- The most common response was a **verbal reminder** with no administrative follow-up

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Precision Statement Using BIR Data

Big Questions	BIR Data
Behavior	Physical Aggression
Activity	Center Time
Others Involved	Peers
Possible Motivation	Obtain Desired Item
Response	Verbal Reminder
Admin Follow-up	None

BIRs are most commonly completed for **Physical Aggression** in **Centers/Indoor Play** with **Peers** to **Obtain Desired Items.** The most common response is **Verbal Reminder** with **No Administrative Follow-up.**

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Activity 3.3

Let's practice!

- With your small group, determine whether you will be using the BIRS data set or the EC-SWIS data set provided in your materials

- Using the template provided and the data from a sample program, practice writing a precision statement; helpful hints are provided throughout the data set

- Identify a recorder from each group to post your precision statement on the Jamboard

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What if the Concern Isn't Program-Wide?

- Always start by looking at program-level data at monthly meetings
  - Problem solving can be more efficient
  - Solutions can impact more children
- Data can also be examined by classroom or individual children
- Your Leadership Team will need to determine when and how classroom and individual child data will be examined
  - Monthly Leadership Team meetings
  - Grade-level meetings or PLCs
  - Coaching sessions
  - Individualized problem-solving meetings

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Classroom: Precision Statements

- If the BIR data suggests the need to look at specific classrooms, the same **Look, Think, Act process** can be followed, and a **precision statement** can be developed

- Classroom precision statements will answer the same questions, and the same template can be used

- Additional data points and context should be included in the analysis (e.g., enrollment, TPOT scores, how often coaching occurs, times of the day when there are fewer behavior incidents)

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Activity 3.4

- Individually, review the example classroom precision statement below:

  - In Classroom 1, BIRs are most commonly completed for **Non-compliance** in **Circle/Large Group** and **Small Group Activity** with **Teachers** to **Avoid Task**. The most common response is a **Verbal Reminder** with **No Administrative Follow-Up.**

- What additional information would you want to know?

- What strategies would you suggest for this classroom?

- When prompted, put your answers in the chat

Analysis at the Classroom and Individual Child-Level

Classroom 1

| Classroom ID | 1 | |

Child ID		Total # of Incidents
C1		82
Grand Total		**82**

STOP Classroom Analysis — Move to Individual Child Analysis.

Classroom 3

| Classroom ID | 3 | |

Child ID		Total # of Incidents
C39		70
C38		27
C32		26
C26		11
C29		7
C28		7
C4		6
C23		4
C37		4
C18		3
Grand Total		**165**

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Individual Child Data

- Data for individual children can be looked at using the **Child Summary** tab in BIRS or the **Child Dashboard** in EC-SWIS

- Creating a precision statement can lead to faster, more efficient problem solving

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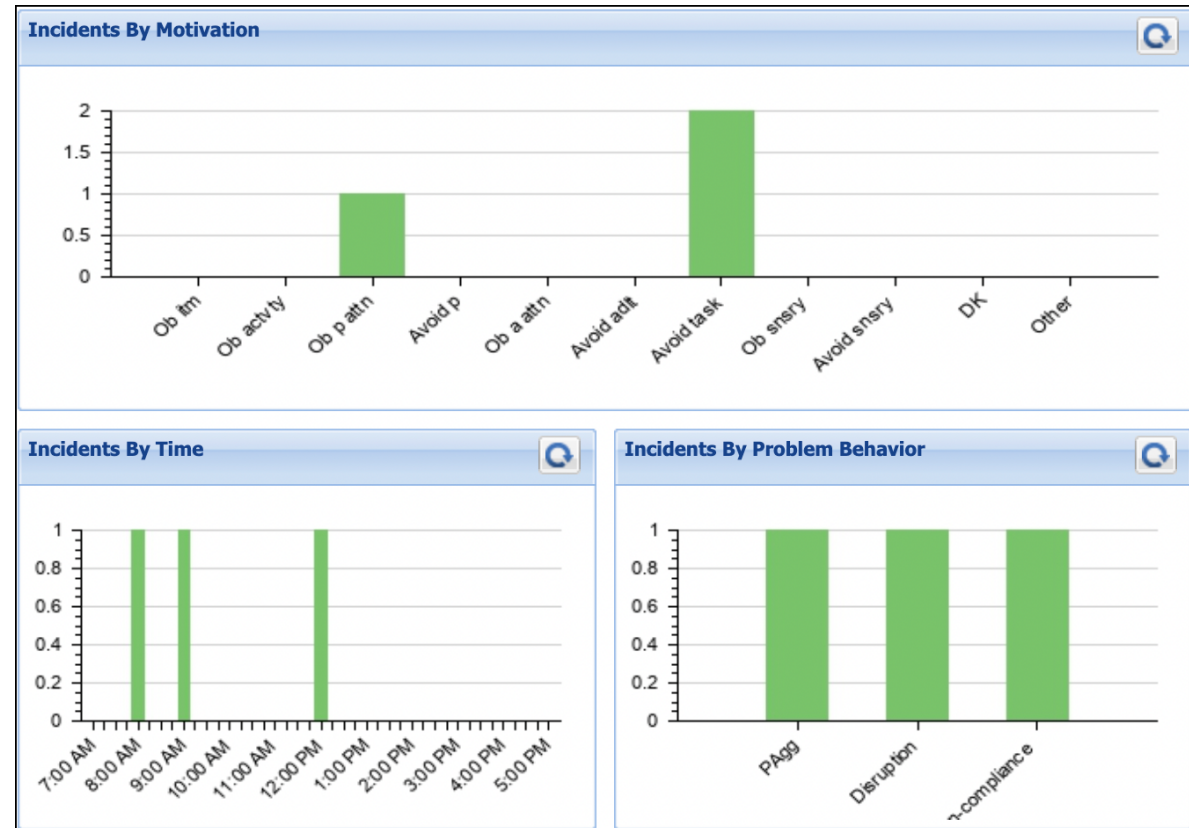
Individual Child: Look-Think-Act

Look:

- BIRS are most commonly identified for **physical aggression** in **centers/ indoor play** involving the **teacher** to **gain adult attention**.

- The most common response is **verbal reminder** with **no administrative follow-up**.

Think:

- What is the trend in these incidents over time? Has the staff routine changed? Are there new adults in the classroom?

- Are there specific tasks or adults that the child avoids? How often does the child get positive attention from the adults in the room?

Act:

- The goal is to consider actions needed to support the child within the classroom based on your analysis

Considerations for Using BIR Data

- Who needs access and training to use the data system for data analysis at the program, classroom, and child level?

- When will classroom and individual child data be examined, and how will confidentiality be maintained?

- What opportunities are available for teachers to problem solve with colleagues?

- How will BIR data be used within your process for identifying needs and providing individualized support to children?

- What additional resources, practice opportunities, or other support might be needed in order to use BIR data effectively?

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Activity 3.5

Rate the following statements from "in place" to "not in place":

- We have an existing team in place to look at program-wide data (across all classrooms)

- Teachers already have spaces (e.g., PLCs, grade-level meetings) to problem-solve together with classroom data

- Data is already used to identify children in need of additional support

- We use a consistent process to identify child-level needs and provide additional individualized support

- BIR Data would fit nicely into our existing system

Programs That Use BIR Data Effectively:

- Are efficient in their ability to support children and teachers

- Review data over time to determine capacity and ability to respond to challenging behavior

- Have a lens on response to behavior

- Understand that use of BIRs is one of the many data components in EC PBIS

4.0 Wrap-Up & Next Steps

Activity 4.1

Answer the following items:

- **BIR** stands for B_____ I_____ R_____
- **True or False:** A BIR needs to be filled out whenever a child engages in a behavior we don't want to see in the classroom
- **Multiple Choice:** Why do we use BIR data? (select all that apply)
  - To determine the impact of EC PBIS on our children and classrooms
  - To give teachers more paperwork
  - To make better, more efficient decisions about supports for children and classrooms

Activity 4.1 Cont.

True or False:

- BIR data allows us to make data-based decisions, but only at the program level

- Precision statements allow us to more efficiently problem solve and create action items

- BIR data should be looked at every other month during meetings

- BIR data can be used to identify training and professional development needs, make programmatic changes, problem solve around specific issues or children, ensure child learning and success, and examine equity

Next Steps

- Make a plan to share the purpose of collecting BIR data and how it could support your program with other staff

- Determine which system you'll be using to collect BIR data (BIRS or EC-SWIS)

- Work through the items on the **BIR Readiness Checklist** with your EC PBIS Leadership Team or leadership from your site

- Determine how you'll provide training to staff on completing and submitting the BIR form

- Begin collecting BIR data and using that data at the program, classroom, and individual child-levels

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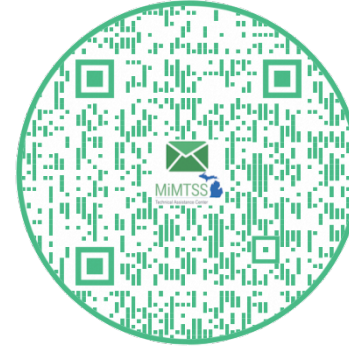
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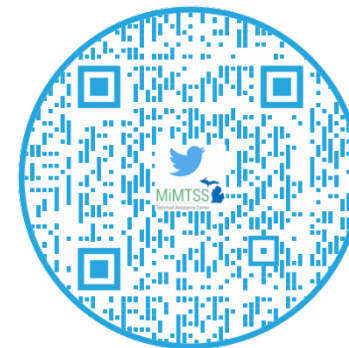- tinyurl.com/MiMTSSListserv
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