Using the Behavior Incident Reporting System (BIRS) to Support Practitioners around Children Who Engage in Challenging Behavior

Myrna Veguilla, University of South Florida
Jolenea Ferro, University of South Florida
Mary Louise Hemmeter, Vanderbilt University
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Introductions

Mary Louise Hemmeter
Vanderbilt University

Myrna Veguilla
University of South Florida

Jolenea Ferro
University of South Florida
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.

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
Behavior Incident Report System

How to Access

Data Decision-Making

Data Decision-Making Tools
- Data and Dashboards
- Projected and Actual Snapshots
- Program/Project Tools
- Data-Driven Program (API) Datasets of Qualities (API)
- Data Driver Observation Scale (DDOS) for Behavioral Classroom
- Data Driver Projected Scale Observation Scale (DDPS)
- Instructional Coding Content
- Behavior Incident Report System (BIRS)
Sample Charts

Classroom & Child Level Analysis

<table>
<thead>
<tr>
<th>Child ID</th>
<th>Gender</th>
<th>Total # of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Female</td>
<td>28</td>
</tr>
<tr>
<td>C2</td>
<td>Male</td>
<td>103</td>
</tr>
<tr>
<td>C3</td>
<td>Male</td>
<td>53</td>
</tr>
<tr>
<td>C4</td>
<td>Female</td>
<td>38</td>
</tr>
<tr>
<td>C5</td>
<td>Female</td>
<td>53</td>
</tr>
<tr>
<td>C6</td>
<td>Female</td>
<td>78</td>
</tr>
<tr>
<td>C7</td>
<td>Male</td>
<td>81</td>
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<tr>
<td>C8</td>
<td>Female</td>
<td>102</td>
</tr>
<tr>
<td>C9</td>
<td>Female</td>
<td>148</td>
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<tr>
<td>C10</td>
<td>Female</td>
<td>37</td>
</tr>
<tr>
<td>C11</td>
<td>Male</td>
<td>721</td>
</tr>
</tbody>
</table>

Total # of Incidents by Month:
- September: 28
- October: 103
- November: 53
- December: 38
- January: 53
- February: 78
- March: 81
- April: 102
- May: 148
- June: 37
- Total: 721
### Equity Profile Alerts

#### IN-SCHOOL SUSPENSION ALERTS
- Check Race/Ethnicity ISS Equity Profile
- Check Gender ISS Equity Profile

#### OUT-OF-SCHOOL SUSPENSION ALERTS
- Check Race/Ethnicity ISS Equity Profile

#### DISMISSAL ALERTS
- Check Race/Ethnicity Dismissal Equity Profile

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### Child Composition

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Number of Children Enrolled</th>
<th>Number of Children in Group Who Received a BIR</th>
<th>Number of BIRs from Group</th>
<th>Child Composition</th>
<th>BIR Ratio</th>
<th>BIR Rate</th>
<th>Risk Ratio</th>
<th>Difference in Child Composition</th>
<th>Difference in BIR Composition</th>
<th>Risk</th>
<th>Z-formula/J-Computation</th>
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</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
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<td>0</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
<td>18</td>
<td>6</td>
<td>66</td>
<td>12.4%</td>
<td>12.0%</td>
<td>1.36</td>
<td>3.67</td>
<td>0.96</td>
<td>-0.40</td>
<td>3.70</td>
<td>16.1%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>16</td>
<td>8</td>
<td>49</td>
<td>11.0%</td>
<td>16.0%</td>
<td>1.10</td>
<td>3.06</td>
<td>1.54</td>
<td>5.00</td>
<td>0.90</td>
<td>12.0%</td>
</tr>
<tr>
<td>Hispanic or Latino of any race</td>
<td>12</td>
<td>4</td>
<td>31</td>
<td>8.3%</td>
<td>8.0%</td>
<td>0.91</td>
<td>2.58</td>
<td>0.96</td>
<td>-0.30</td>
<td>-0.70</td>
<td>7.6%</td>
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<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
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<td>0.0%</td>
<td>0.0%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Two or more races</td>
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<td>2</td>
<td>9</td>
<td>12.4%</td>
<td>4.0%</td>
<td>0.16</td>
<td>0.50</td>
<td>0.29</td>
<td>-8.40</td>
<td>-10.20</td>
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<tr>
<td>White</td>
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<td>30</td>
<td>254</td>
<td>55.9%</td>
<td>60.0%</td>
<td>1.29</td>
<td>3.14</td>
<td>1.19</td>
<td>4.10</td>
<td>6.20</td>
<td>62.1%</td>
</tr>
</tbody>
</table>

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### Problem

**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.

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Data-Based Decision-Making Cycle

LOOK

Gather Data

THINK

Analyze Data

Evaluate Impact of Plan

ACT

Implement Plan of Action

Develop Plan of Action

BIR Incidents per month

Program

Classroom

Child
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

Kim’s Data
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.

Data collection AND ANALYSIS is an ongoing process.
Questions?