

# Behavior Incident Report System:

## Data-Based Decision-Making Guide



Developed by:  
Meghan von der Embse  
Jolene Ferro  
Denise Perez Binder  
Myrna Veguilla  
Lise Fox



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# Overview

This guide was written to assist Pyramid Model Leadership Teams to develop fluency with analyzing Behavior Incident Report (BIR) data. In addition to understanding and using BIR data to make informed decisions during monthly meetings, leadership teams should share BIR data and related decisions with program staff. Sharing data regularly lets staff know that BIR data serve important purposes and that problems uncovered by these data can be addressed. Use of this guide will assist leadership teams with:

- ▶ Preparing data for monthly meetings
- ▶ Engaging in data-based decision-making using BIR data
- ▶ Knowing what data to bring to monthly meetings
- ▶ Completing quarterly equity data review
- ▶ Interpreting data using summaries and graphs
- ▶ Understanding how to share data

## The Data Coordinator

Pyramid Model Leadership teams meet on a monthly basis to guide program-wide implementation, monitor progress towards outcomes and review data related to implementation. It will be important for the team to identify a person to fill the role of Data Coordinator and to make sure the Data Coordinator is an active member of the team. The Data Coordinator prepares data reports for leadership team meetings and ensures that a review of BIR data is a part of the standing meeting agenda. For accurate data analysis to occur, the Data Coordinator will need training in the use of the BIR data system (available through voice-over webinars)<sup>1</sup>. The leadership team will want to allocate time for this staff member to analyze and prepare data prior to each monthly meeting. If the Data Coordinator is not the staff member entering BIR incidents, it will be essential for the Data Coordinator to maintain ongoing communication with the data-entry person.

### Data coordination is a role, not a position.

Anyone in the program may fill the role of Data Coordinator. Skills of an effective Data Coordinator include strong organizational skills, ability to use Microsoft Excel and develop data summary displays, and the ability to understand data and data reports.

Some ideas to consider when choosing a Data Coordinator are: a) a person who currently reviews and analyzes other data used in the program (e.g., literacy coach, curriculum coach, ECERS coach/mentor); b) a person who is very interested in data and likes numbers; c) a person who is working with children with challenging behaviors (e.g., school psychologist, behavior specialist, mental health consultant, PBC coach); or d) person in charge of preparing district or state data.

## Quality Data

Accurate data analysis will also depend on the quality of data. The Data Coordinator/leadership team should consider these questions about quality and address them prior to analysis.

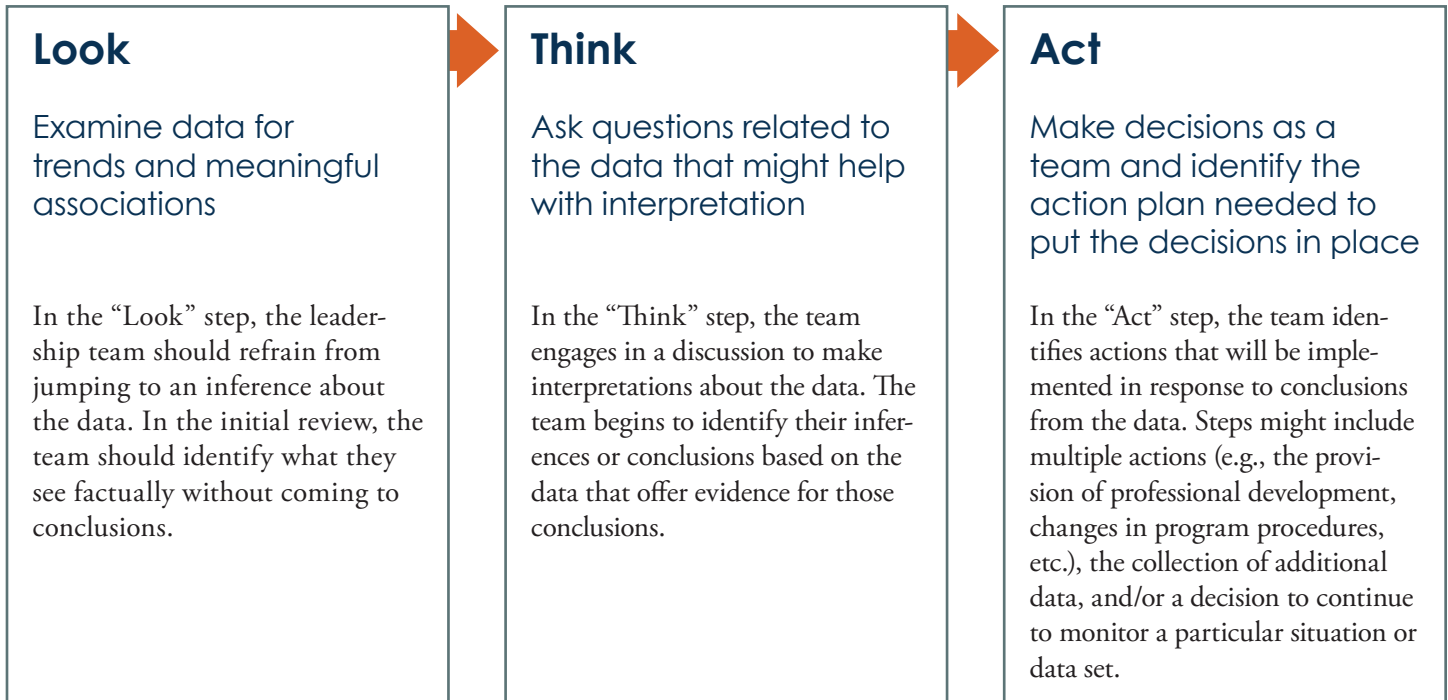
- ▶ Do all teachers participate in the submission of BIR data? If not, analyses that compare some teachers to others will not be accurate nor can the team make conclusion about program trends.
- ▶ Has the Data Coordinator been trained in use of the BIR System and data entry process? Does this person have the time allocated within their role to analyze data and prepare summaries for monthly leadership team meetings?
- ▶ Have all teachers received training on how to identify a behavior incident and properly complete the form?
- ▶ Does the team have confidence in the quality of data entry? Use the Data Entry Quality checklist to assess (see Appendix A for checklist).
- ▶ Has the person entering BIR data been trained in the data entry process? Does this person have time allocated within their role to enter data?

<sup>1</sup> Access webinar link on the Behavior Incident Report Instructions document. <http://challengingbehavior.cbcs.usf.edu/Implementation/data/BIRS.html>

# Look-Think-Act Process



Throughout this document, a simple protocol will be used to guide the Pyramid Model Leadership Team through the data analysis process. This protocol involves three steps:



## Quick Guide Data Review: Read This First!

**The leadership team must fully understand the contents of the entire BIRS Data-Based Decision-Making Guide prior to using the Quick Guide Monthly Data Review.**

The detailed information after the Quick Guide, will provide the Data Coordinator and the leadership team with specifics on how to look at BIR data and how to think about and interpret BIR data. Use the step-by-step instructions, illustrations, and BIR data examples contained within the guide to dig deeper into the data, to fully prepare for data reviews by developing hypotheses and precision statements with BIR data, and to engage in meaningful discussions and action planning with BIR data.

The following section of the guide contains the “Quick Guide Data Review.” This 9-page document is meant to be a stand-alone reference within the BIRS Data-Based Decision-Making Guide and includes the essential information the leadership team needs to begin the monthly data review. As the Data Coordinator and leadership team members gain fluency and confidence with analyzing and interpreting BIR data, the Quick Guide might be the only document the team needs to use to effectively prepare for the monthly BIR data review.

# Quick Guide Data Review

## Data Analysis Preparation for Monthly Leadership Meeting

The following steps should be used to prepare data for review.

### Data Coordinator Monthly Preparation

1. Review the Program Level Data and review Big Questions to Answer for the current month and across time.
2. Review Think Questions. Be prepared to guide the team through the questions that are relevant to the program.
3. Print all necessary graphs or prepare to share graphs live during the meeting via technology (laptop, projector, smart board, etc.).
4. Prepare a brief data summary, including any precision statements, for the team that can quickly be delivered within the agenda time frame. Summarize and highlight critical data and focus on the “patterns” and “trends.” A data summary form can be located within the Quick Guide on page 9.

## Program Level Data

Before the meeting, use the **Program Summary** tab to review this information.

- |   |   |   |
|---|---|---|
| ▶ Total Number of BIRs to Date                | ▶ Average Number of Incidents Per Day         | ▶ Percent of BIRs to date by Others Involved          |
| ▶ Total Number of Children with BIRs to date  | ▶ Percent of Total BIRs                       | ▶ Percent of BIRs to date by Motivation               |
| ▶ Number of BIRs per Month                    | ▶ Percent of Children Enrolled with a BIR     | ▶ Percent of BIRs to date by Response                 |
| ▶ Number of Children with BIRs per Month      | ▶ Percent of BIRs to date by Problem Behavior | ▶ Percent of BIRs to date by Administrative Follow-Up |
| ▶ Average number of BIRs per Child with a BIR | ▶ Percent of BIRs to date by Activity         |   |

In addition to the above guidance, the Data Coordinator *might* prepare and bring...

- |   |   |   |
|---|---|---|
| ▶ Classroom graphs and data if the Look and Think process indicated classroom(s) of concern               | ▶ Graphs and data around a particular routine or activity across the program (e.g., data surrounding outdoor play or circle time/large group) | to see all graphs and data around the problem behavior of biting, as there had been several concerns with biting raised by the toddler room teachers) |
| ▶ Individual child graphs and data if the Look and Think process indicated a child or children of concern | ▶ Additional graphs based on the agenda of the last monthly meeting (e.g., the team wanted  | ▶ Prepared precision statements   |

In addition to the Program Summary data, the leadership team will want to review critical contextual information for decision-making. This critical information includes the frequency of behavior incidents (*what*), the frequency with which challenging behavior occurs in different locations (*where*), the frequency with which behaviors occur during different activities or routines of the day (*when*), and the frequency with which behaviors are reported for different children or groups of children (*who*). Other useful contextual information that can further inform data analysis include *possible motivation*, *others involved*, and *staff or administrator response*. By reviewing these data, leadership teams can improve the quality of action-planning. Data-based decision-making is facilitated when a focused, well-defined need is established.

### Small group review of data

Time may not always allow for full data review and completion of the Look-Think-Act process during the meeting. Reviewing data outside of leadership team meetings in small groups might be necessary.

## Big Questions to Answer

The following chart poses the critical contextual information as “Big Questions” and indicates where to locate the graphs and tables within the BIRS spreadsheet that can help answer them. It is recommended that teams have an understanding of data for the current month, and also across time.

Questions	Data Source	Excel Tab Name
<i>Is problem behavior increasing or decreasing?</i>	Average Number of Incidents Per Day	► <b>Program Summary</b>
<i>Who are the children that are experiencing challenging behavior?</i>	Incidents by Child Incidents by Classroom ID	► <b>Monthly BIRs by Child ID</b> ► <b>Monthly BIRs by Classroom ID</b>
<i>Who are others involved with incidents?</i>	Incidents by Others Involved	► <b>Others Involved</b>
<i>When does problem behavior occur – routine/activity?</i> <i>Where does problem behavior most frequently occur – location?</i>	Incidents by Activity	► <b>Activity</b>
<i>What behaviors are most frequently reported?</i>	Incidents by Problem Behavior	► <b>Problem Behavior</b>
<i>Why are children engaging in challenging behavior?</i> <i>What social, emotional, or communication skills need to be taught?</i>	Incidents by Possible Motivation	► <b>Possible Motivation</b>
<i>How are we responding to challenging behavior?</i>	Incidents by Response Incidents by Administrative Follow-Up	► <b>Response</b> ► <b>Admin Follow-Up</b>

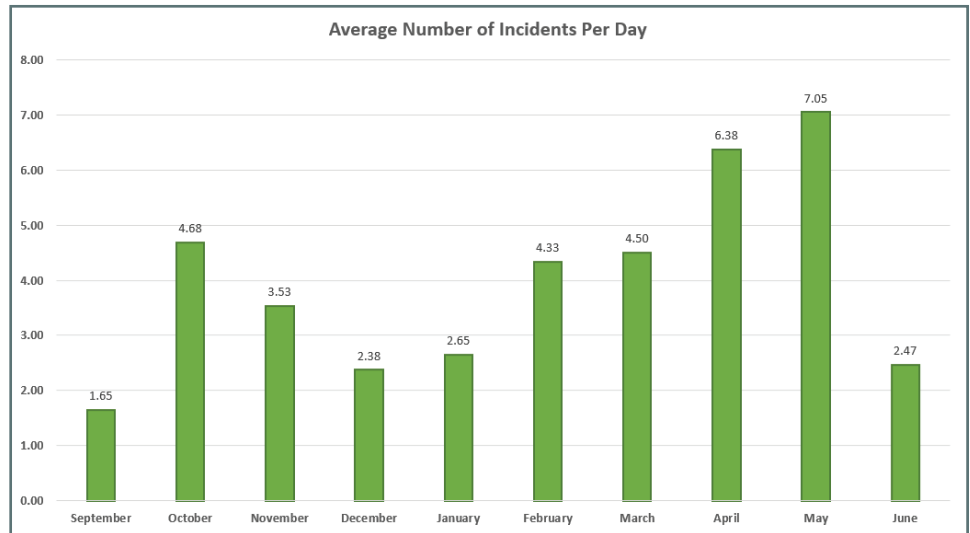


## Summary Graphs

### Program Summary

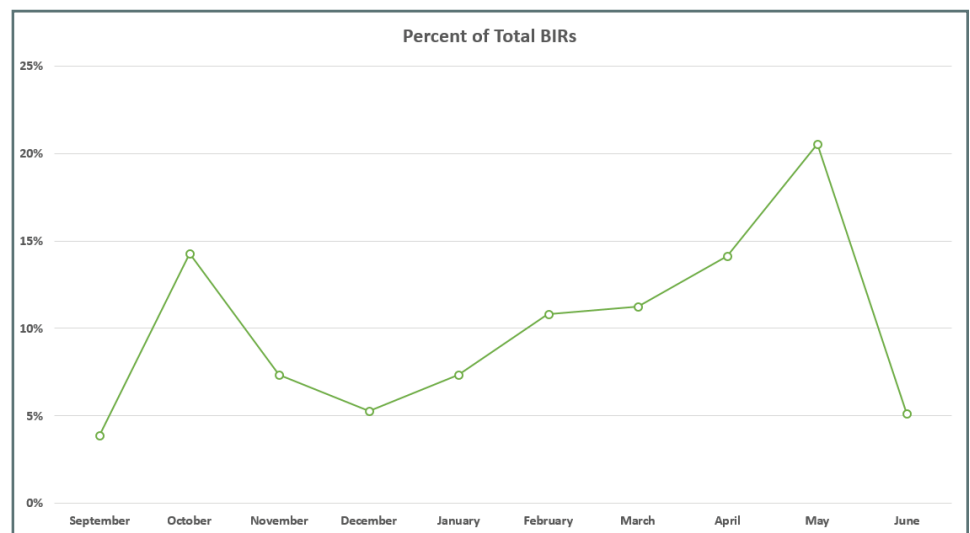
#### Average Incidents per Day

To examine the number of BIRs by day, look at average incidents per day. This graph allows programs to compare behavior from one month to the next, even if some months have fewer school days than others.



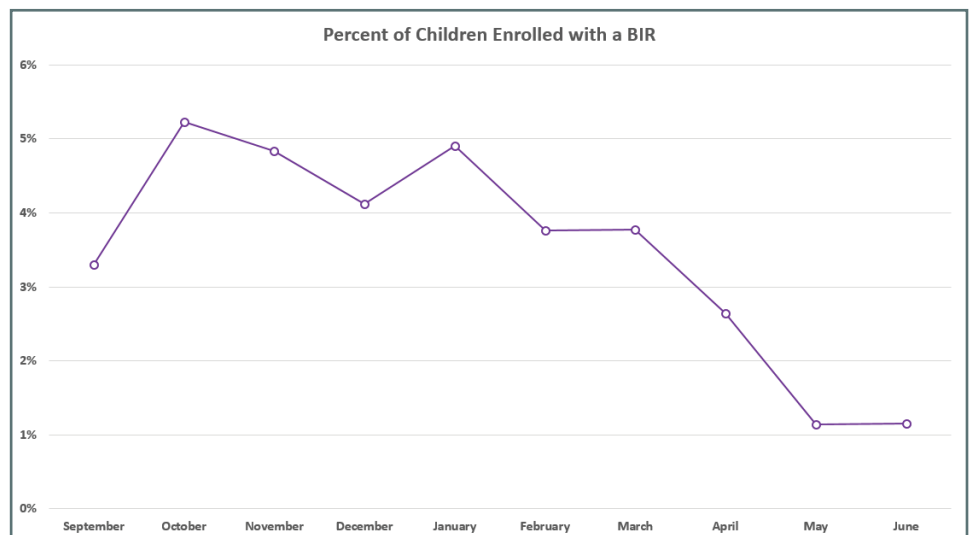
#### Percent of Total BIRs

To get a sense of BIRs across months, look at the percentage of the Total BIRs. This graph can help teams track progress or determine difficult times of the year with more BIRs. When viewed over time, (i.e., fall to spring or year to year), this graph can help teams plan for proactive interventions and supports.



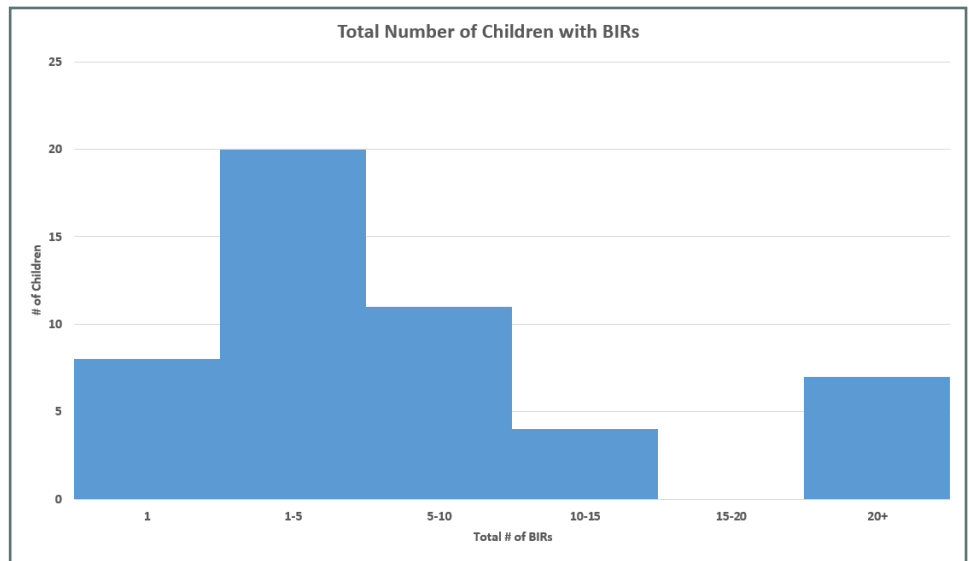
#### Percent of Children Enrolled with a BIR

This graph tells you the percent of children enrolled to date who have received at least 1 BIR. The higher the percentage, the higher the number of children in your program who have received at least 1 BIR in a month. This graph is not influenced by a child with a high number of BIRs and can help measure program-wide progress.



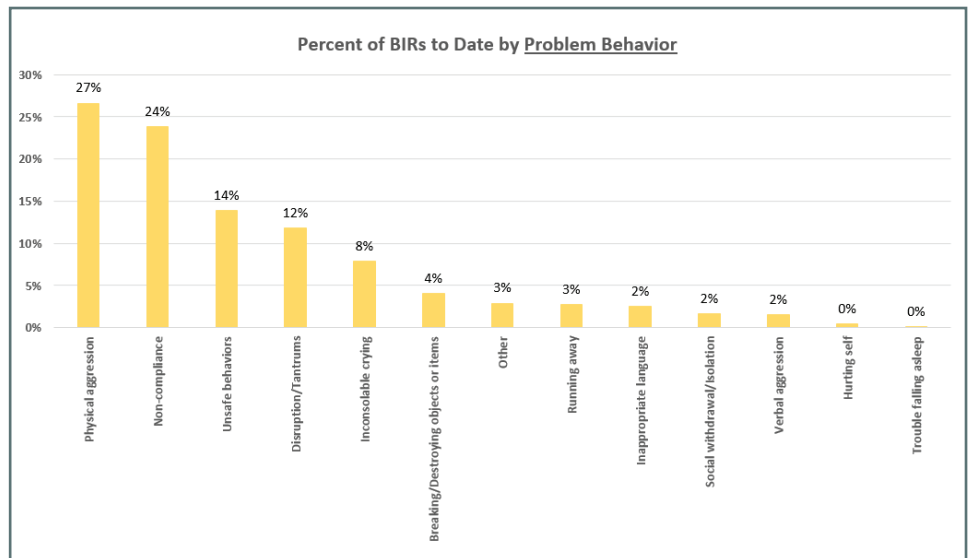
## Total Number of Children with BIRs

This graph allows you to see the total number of children receiving BIRs within differing frequency ranges.



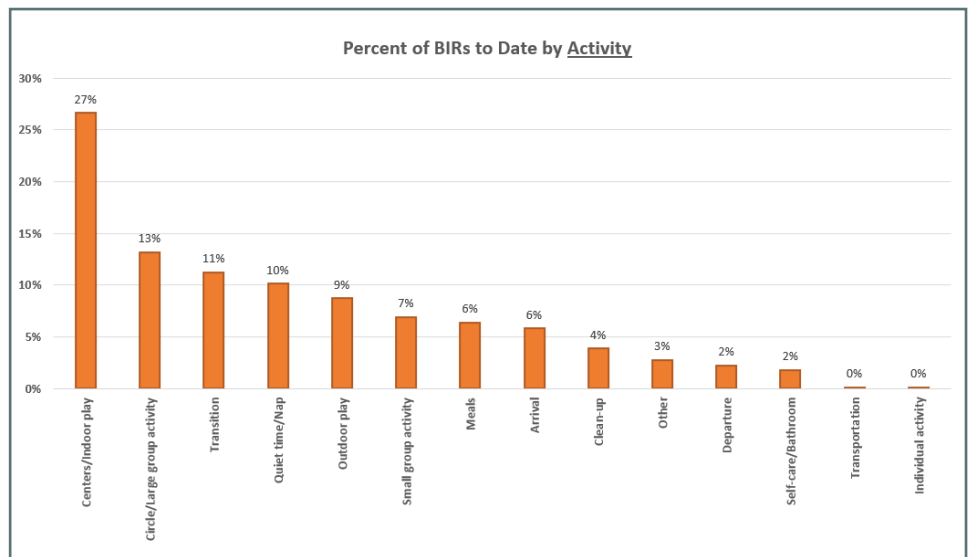
## Percent of BIRs to Date by Problem Behavior

This graph allows you to see the behaviors that are occurring most frequently within a program.



## Percent of BIRs to Date by Activity

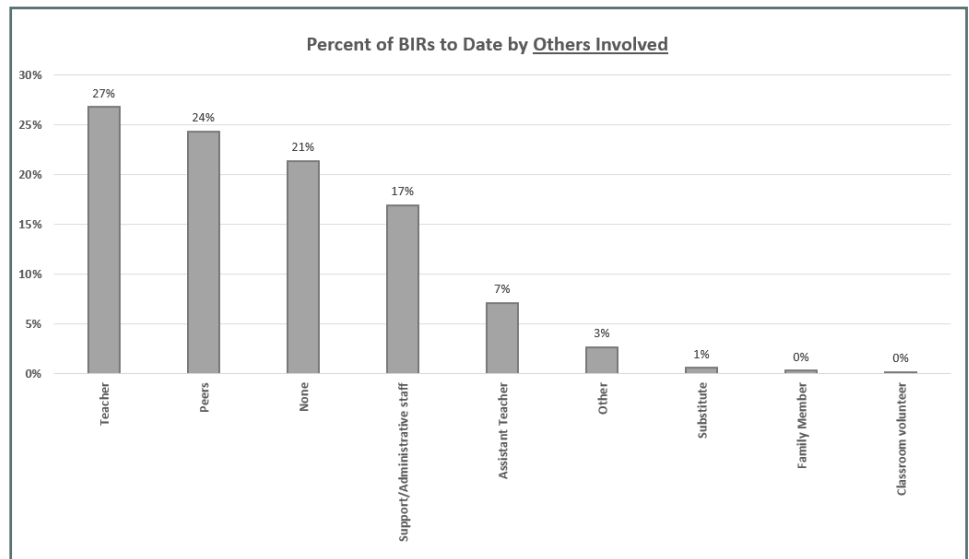
This graph allows you to see in which routine/activity behaviors occur most frequently. This helps programs better understand where and when the challenging behaviors occur.





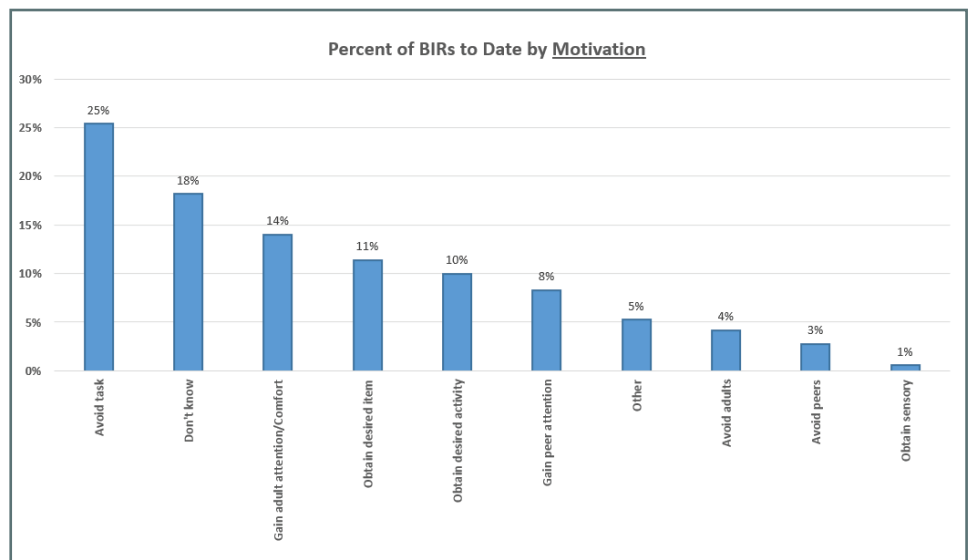
## Percent of BIRs to Date by Others Involved

This graph allows you to see others involved with the challenging behavior.



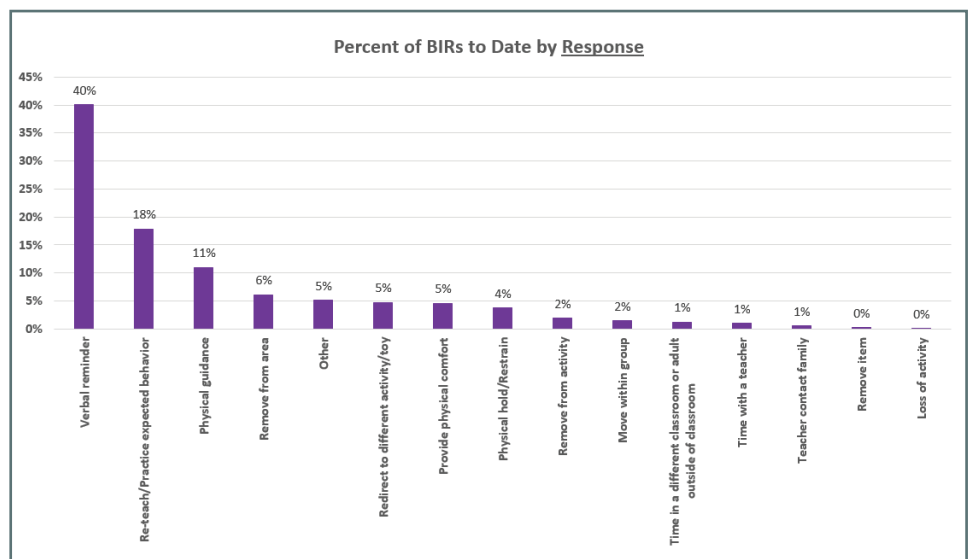
## Percent of BIRs to Date by Motivation

This graph allows you to examine which motivations for behavior are reported most. Combining motivation information with the response data can help programs better understand why challenging behaviors occur.



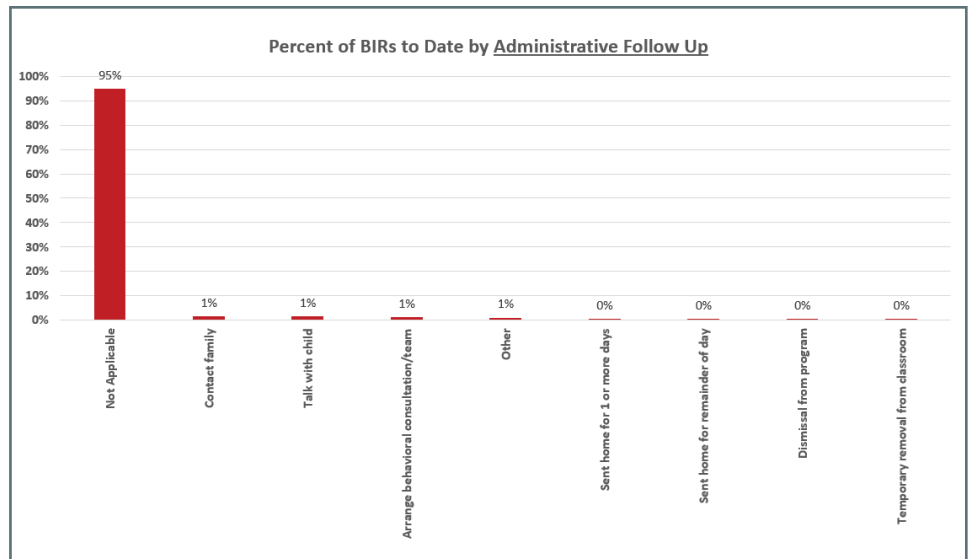
## Percent of BIRs to Date by Response

This graph allows you to see which responses are used most frequently. Combining response information with the most frequent motivations can help programs better understand why challenging behaviors occur.



## Percent of BIRs to Date by Administrative Follow-Up

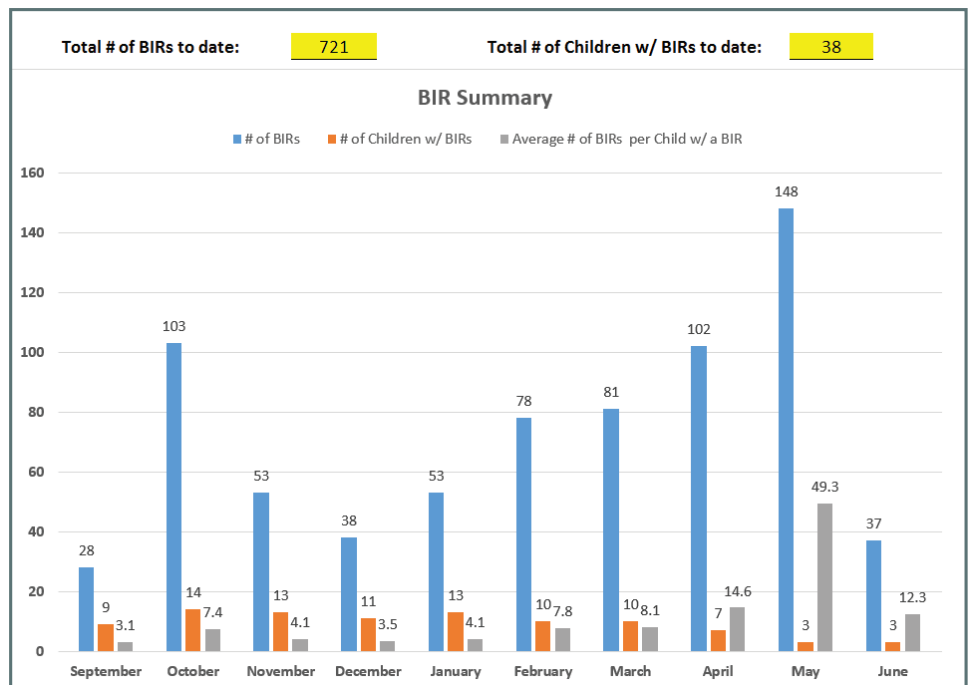
This graph allows you to see which administrative responses are used most frequently.



## BIR Summary

This graph allows you to view several critical pieces of information:

- ▶ Total number of BIRs to date
- ▶ Total number of children with BIRs to date
- ▶ The number of behavior incidents that occurred each month
- ▶ The number of children who received a BIR each month
- ▶ The average number of BIRs per child with a BIR



## Data Coordinator Monthly BIR Data Review Summary

### Look - **What I want to share...**

Program Data:

Classroom Data:

Child Data:

### Think - **What I want to share...**

Program Data:

Classroom Data:

Child Data:

### Prepared Precision Statements:\*

BIRs are most commonly issued to children

for \_\_\_\_\_ [Problem Behavior]

in \_\_\_\_\_ [Activity]

with \_\_\_\_\_ [Others Involved]

to \_\_\_\_\_ [Possible Motivation].

The most common response is \_\_\_\_\_ [Response]

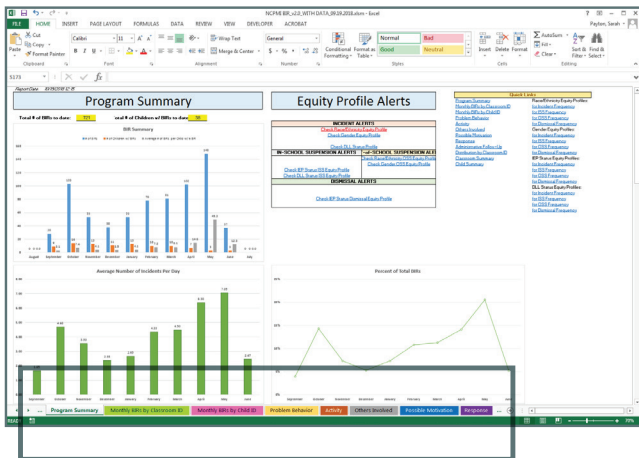
with \_\_\_\_\_ [Admin Follow-Up].

\*See page 25 for guidance.

# Data Review Process

## Before You Begin: Finding your way around the BIRS spreadsheet

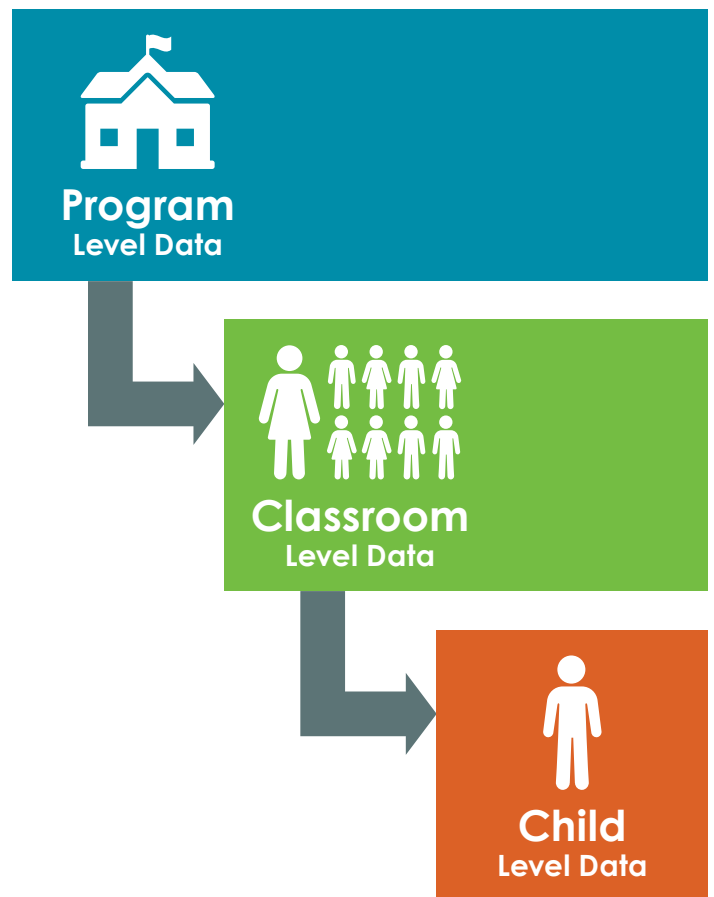
We will be referencing the BIRS spreadsheet (Excel file) throughout this guide, and directing you to the various worksheets/tabs located at the bottom of the BIRS spreadsheet.



### Tabs in this Excel file:

- ▶ Child Enrollment
- ▶ Program Summary
- ▶ Monthly BIRs by Classroom ID
- ▶ Monthly BIRs by Child ID
- ▶ Problem Behavior
- ▶ Activity
- ▶ Others Involved
- ▶ Possible Motivation
- ▶ Response
- ▶ Admin Follow-Up
- ▶ Classroom Summary
- ▶ Child Summary
- ▶ Distribution by Class ID
- ▶ Race/Ethnicity Profile
- ▶ Gender Profile
- ▶ IEP Status Profile
- ▶ DLL Status Profile

The following sections guide the leadership team through the Look-Think-Act process with BIR data at the Program level, Classroom level, and Individual Child level. This section describes *in detail* the steps for finding and understanding BIR data as part of data review process. While the leadership team will primarily focus on Program-wide BIR data during monthly team meetings, it is important that the Data Coordinator and fellow leadership team members also understand the process to analyze BIR data at the classroom and individual child level.



## Caution!

The leadership team is encouraged to review and analyze equity profiles on a quarterly basis. Reviewing equity alerts is a **supplemental** process to the monthly Program Data review, and should be guided by the BIR Data Equity Review process located on page 29 of this guide.

## Program Level Data

During the monthly data review, the leadership team will first review program level data located in the **Program Summary** tab. It is recommended that the team review the **Program Summary** page on a monthly basis as a way to keep up to date on critical BIR trends and to monitor equity alerts.

In addition to the Program Summary data, the leadership team will want to review critical contextual information for decision-making. This critical information includes the frequency of behavior incidents (*what*), the frequency with which challenging behavior occurs in different locations (*where*), the frequency with which behaviors occur during different activities or routines of the day (*when*), and the frequency with which behaviors are reported for different children or groups of children (*who*). Other useful contextual information that can further inform data analysis include *possible motivation*, *others involved*, and *staff or administrator response*. By reviewing these data, leadership teams can improve the quality of action-planning. Data-based decision-making is facilitated when a focused, well-defined need is established.

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Who are the children that are experiencing challenging behavior?	Incidents by Child Incidents by Classroom ID	► <b>Monthly BIRs by Child ID</b> ► <b>Monthly BIRs by Classroom ID</b>
Who are others involved with incidents?	Incidents by Others Involved	► <b>Others Involved</b>
When does problem behavior occur – routine/activity? Where does problem behavior most frequently occur –location?	Incidents by Activity	► <b>Activity</b>
What behaviors are most frequently reported?	Incidents by Problem Behavior	► <b>Problem Behavior</b>
Why are children engaging in challenging behavior? What social, emotional, or communication skills need to be taught?	Incidents by Possible Motivation	► <b>Possible Motivation</b>
How are we responding to challenging behavior?	Incidents by Response Incidents by Administrative Follow-Up	► <b>Response</b> ► <b>Admin Follow-Up</b>

## Program Level Look

This section of the guide provides the leadership team an opportunity to analyze graphs and tables and to use the filters provided in the BIRS spreadsheet to better understand BIR data. While not every graph the Data Coordinator or leadership team will review during a monthly meeting is included in the following section, reviewing this portion of the guide will assist all team members in gaining an overall understanding of the process. Within this section, information is organized by the tabs located in the BIRS data analysis spreadsheet. **By “looking” at and reviewing the data within each tab, the leadership team will have the necessary data to “think” about the Big Questions and engage in meaningful discussions and actions around program level BIR data.**

### Excel tabs you will use:

- ▶ Program Summary
- ▶ Problem Behavior
- ▶ Activity
- ▶ Others Involved
- ▶ Possible Motivation
- ▶ Response
- ▶ Admin Follow-Up

### Program Summary

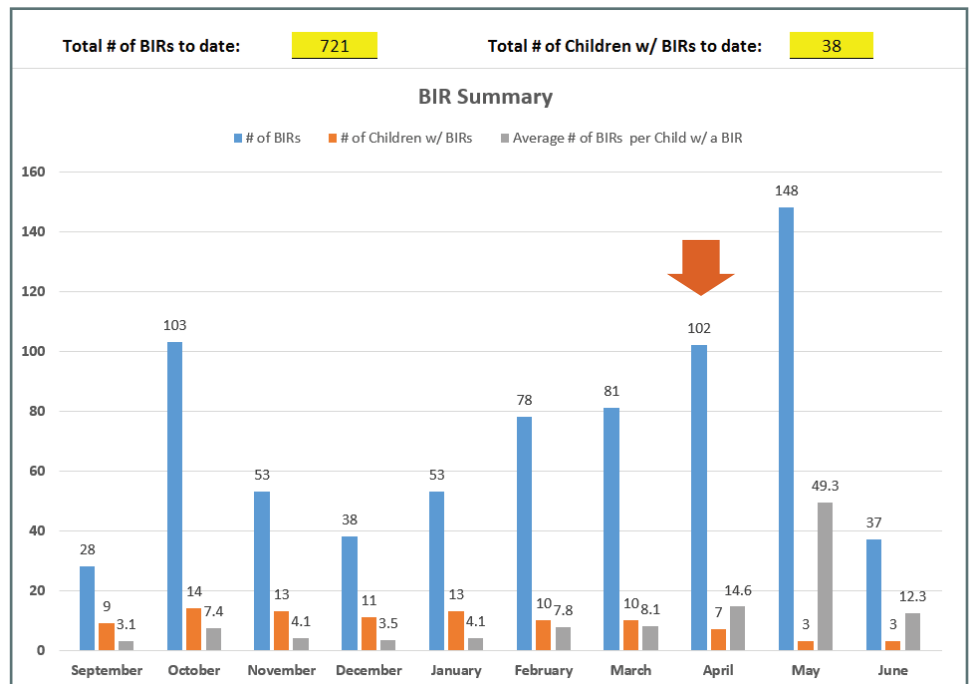
1. Use Graphs to look at trends across months
2. Use Graphs to look for critical concerns, i.e., high-frequency behaviors, responses, or spikes in average incidents per day.

### BIR Summary

Allows for an overall summary of BIRS from month to month.

#### Example:

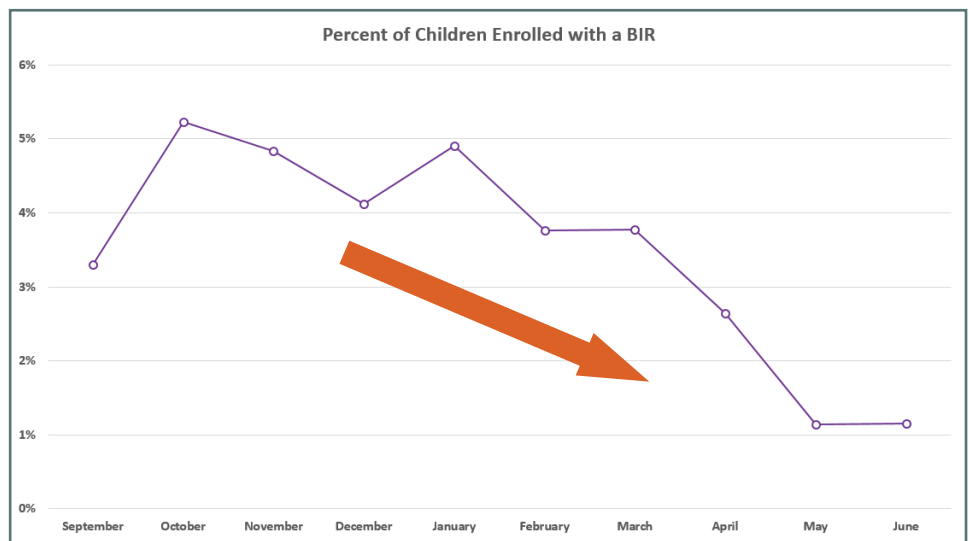
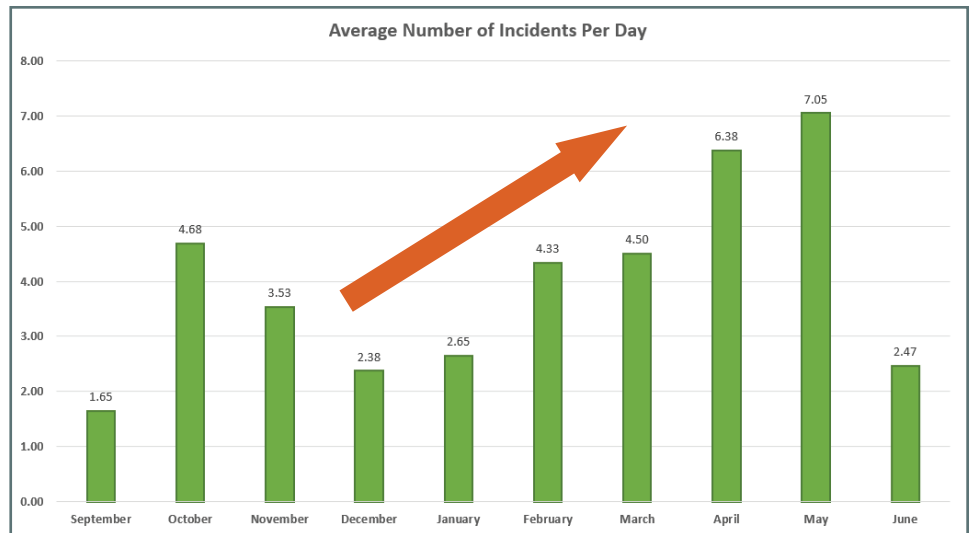
*This graph indicates that during the month of April, there were 102 Total BIRs, with 7 children receiving a BIR. Of the children who received a BIR, the average BIR per child was 14.6.*



After “looking” at the BIR Summary graph the leadership team will want to “think” about the range of BIRs each month. If the team only looked at the average BIRs children received each month, they might not correctly identify concerns related to the number of BIRs. To consider the range of BIRs, refer to the Individual Child Analysis section on page 22.

## Trends Across Time

Summary graphs allow the program to view trends across the school year and to determine how the current month's data compare to other points in time. These graphs show differences in BIR data that might not be apparent in the BIR Summary graph.

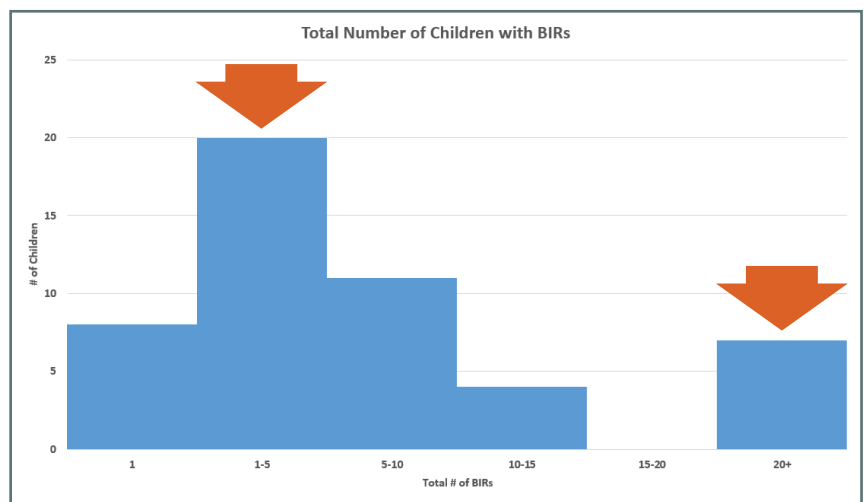


## Total Number of Children with BIRs

Scroll down the page to find this graph which allows you to see the total number of children with BIRs grouped by the number of BIRs.

### Example:

This graph and accompanying table provides several important pieces of data: Within this program, a higher number of children received 1-5 BIRs, but 7 children received more than 20 BIRs each. These data call for different actions.



Total # of BIRs	Total # of Children	Proportion of Total Population
1	8	3.0%
1-5	20	7.5%
5-10	11	4.2%
10-15	4	1.5%
15-20	0	0.0%
20+	7	2.6%

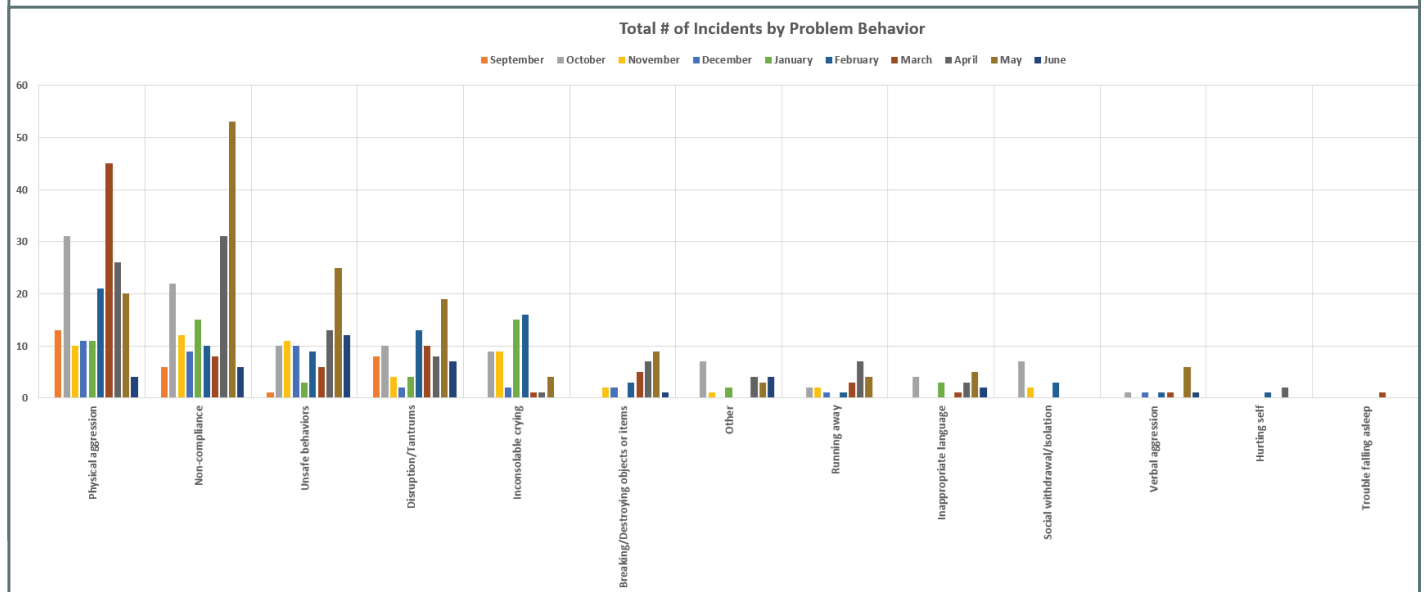


## Problem Behavior

## Dig deeper into Problem Behavior

1. From the **Program Summary** tab, click on the “Click to dig deeper into Problem Behavior” link under the Percent of BIRs to Date by Problem Behavior graph, or click on the **Problem Behavior** tab located at the bottom of the spreadsheet.
2. Use the bar graph, table, and pie chart to look at Total Incidents by Problem Behavior.

Total # of Incidents	Months <span>▼</span>										
Problem Behaviors	September	October	November	December	January	February	March	April	May	June	Total
Physical aggression	13	31	10	11	11	21	45	26	20	4	192
Non-compliance	6	22	12	9	15	10	8	31	53	6	172
Unsafe behaviors	1	10	11	10	3	9	6	13	25	12	100
Disruption/Tantrums	8	10	4	2	4	13	10	8	19	7	85
Inconsolable crying		9	9	2	15	16	1	1	4		57
Breaking/Destroying objects or items			2	2		3	5	7	9	1	29
Other		7	1		2			4	3	4	21
Running away		2	2	1		1	3	7	4		20
Inappropriate language		4			3		1	3	5	2	18
Social withdrawal/Isolation		7	2			3					12
Verbal aggression		1		1		1	1		6	1	11
Hurting self						1		2			3
Trouble falling asleep							1				1
<b>Total</b>	<b>28</b>	<b>103</b>	<b>53</b>	<b>38</b>	<b>53</b>	<b>78</b>	<b>81</b>	<b>102</b>	<b>148</b>	<b>37</b>	<b>721</b>

**Example:**

This table and graph show physical aggression, non-compliance, and unsafe behaviors, as the top 3 problem behaviors. The leadership team may want to take a deeper look at the activity in which the problem behavior is most likely to occur.

- Use the Problem Behavior filter to analyze single behavior and their trends.
- Scroll down below the pie chart and use the additional filters to assist with analyzing problem behaviors.

**Data Filter**

**Problem Behavior**

- Hurting self
- Inappropriate language
- Inconsolable crying
- Non-compliance
- Other
- Physical aggression
- Running away
- Social withdrawal/Isolation



**Tip:** To clear filters, click on the filter icon in the top right corner of any filter.

## Activity

### Dig deeper into Activity

- From the **Program Summary** tab, click on the “Click to dig deeper into Activity” link under the Percent of BIRs to Date by Activity graph, or click on the **Activity** tab located at the bottom of the spreadsheet.
- Use the bar graph, table, and pie chart to look at Total Incidents by Activity.
- Use the Activity filter to analyze a single activity, as well as trends for activities (individual activities compared to group activities).
- Scroll down below the pie chart and view the table with the breakdown of routine/activity by behavior.

**Example:**

The leadership team wants to look at the centers/indoor play to identify the total amount of incidents reported during that activity (192) and the types of behavior incidents that occur.

The Activity\_Problem Behavior table allows a program to view what behaviors occur during an activity or within a routine.

Activity_Problem Behavior	Values	
	% of Total Incidents	Total # of Incidents
<b>Centers/Indoor play</b>	<b>26.63%</b>	<b>192</b>
Physical aggression	9.43%	68
Disruption/Tantrums	1.80%	13
Non-compliance	3.74%	27
Unsafe behaviors	5.41%	39
Running away	0.14%	1
Inconsolable crying	2.08%	15
Other	0.55%	4
Social withdrawal/Isolation	0.28%	2
Verbal aggression	0.28%	2
Inappropriate language	0.97%	7
Breaking/Destroying objects or items	1.80%	13
Hurting self	0.14%	1
Trouble falling asleep	0.00%	0
<b>Circle/Large group activity</b>	<b>13.18%</b>	<b>95</b>
Physical aggression	2.91%	21
Disruption/Tantrums	1.94%	14

## Others Involved

1. From the **Program Summary** tab, click on the “Click to dig deeper into Others Involved” link under the Percent of BIRs to Date by Others Involved graph, or click on the **Others Involved** tab located at the bottom of the spreadsheet.
2. Use the bar graph, table, and pie chart to look at Total Incidents of Others Involved.
3. Use the Others Involved filter to analyze who was involved in the incident (i.e., peer, teacher, none).
4. Scroll down below the pie chart and view the table with the breakdown of behaviors by others involved.

## Possible Motivation

1. From the **Program Summary** tab, click on the “Click to dig deeper into Possible Motivation” link under the Percent of BIRs to Date by Motivation graph, or click on the **Possible Motivation** tab located at the bottom of the spreadsheet.
2. Use the bar graph, table, and pie chart to look at Total Incidents by Possible Motivation.
3. Use the Possible Motivation Filter to analyze a single motivation, as well as trends.
4. Scroll down below the pie chart and view the table with the breakdown of motivations by behavior.

## Response

1. From the **Program Summary** tab, click on the “Click to dig deeper into Response” link under the Percent of BIRs to Date by Response graph, or click on the **Response** tab located at the bottom of the spreadsheet.
2. Use the bar graph, table, and pie chart to look at Total Incidents by Response.
3. Use the Responses filter to analyze single responses, as well as trends.
4. Scroll down below the pie chart and view the table with the breakdown of responses by a behavior.

## Admin Follow-Up

1. From the **Program Summary** tab, click on the “Click to dig deeper into Administrative Follow-Up” link under the Percent of BIRs to Date by Administrative Follow-Up graph, or click on the **Admin Follow-Up** tab located at the bottom of the spreadsheet.
2. Use the bar graph, table, and pie chart to look at Total Incidents by Administrative Follow-Up.
3. Use the Administrative Follow-Up filter to analyze follow-up responses, as well as trends.
4. Scroll down below the pie chart and view the table with the breakdown of Administrative Follow-Up by behavior.

*Upon completion of the **Look** Process, engage in the **Think** Process.*

## A Note for the Data Coordinator

Now that you have “looked” at the BIR Summary data and reviewed the Big Questions, you might have developed questions about these data you viewed. After data are shared with leadership team members, they might have additional questions. The THINK questions listed below are examples of common questions that might be asked. Think questions are meant to guide discussions around BIR data and assist the leadership team in making interpretations about the data. As the Data Coordinator, you do not have to know all the questions or answers to the questions raised around the BIR data, but you should be familiar with the common questions that are often raised as part of the review process.

## Program Level Think

### Questions

- ▶ Are there behaviors that seem to occur more often and might indicate a need for intervention and/or programmatic changes?
- ▶ Are certain behaviors increasing across months? Are certain behaviors decreasing across months?
- ▶ Are there activities in which incidents are more likely to occur? Are there differences across types of activities (large group vs. small group or arrival vs. departure)? Are there routines and activities in which problem behavior rarely occurs. Are behaviors happening at the same time each day?
- ▶ Are there behaviors that occur across classrooms, activities, and children?
- ▶ Do frequently occurring behaviors occur with peers, and/or staff, or do they occur in isolation?
- ▶ Are behaviors occurring similarly across groups of children or are differences noted (across gender, IEP status, DLL status, etc.)?
- ▶ Are perceived motivations for behavior incidents related to specific motivations (e.g., escape)? What is the percentage of reported “don’t know”?
- ▶ Are teachers more likely to use a particular response to behavior incidents? Are there responses that rarely occur? Are teacher responses working (i.e., do the incident reports decrease)?
- ▶ Are there some staff who continue to have more incidents in their classroom?
- ▶ Are there some children whose behavior does not seem to be responding to an intervention?
- ▶ Are there response strategies being used that we discourage in the program (e.g., time-out)?
- ▶ Are there response strategies being used that require the immediate support from a behavior specialist (e.g., restraint)?
- ▶ Are there disciplinary actions that are an immediate concern for the leadership team (e.g., suspension, expulsion)?
- ▶ Do we need more data or can we identify a programmatic change that needs to occur (e.g., revise playground rules)?

*Upon completion of the **Think** Process, engage in the **Act** Process.*

## Program Level Act

Within the data-based decision-making approach, the goal is to support the program to consider actions needed for program implementation. Consider implementation actions that are in alignment with data summaries for program-wide data and **matched** to the questions developed during the think process.

### Example:

*The data summary indicates that incidents of all problem behavior occur during arrivals. Your actions would address arrival procedures across the program.*

# Classroom Level Data

If you have identified classroom level issues, this section provides instructions for a deeper, more precise, look at classroom data. Guidance is also provided to help teams determine when to proceed with a classroom level analysis or move to an individual child analysis.

## Excel tabs you will use:

- ▶ **Monthly BIRs by Classroom ID**
- ▶ **Classroom Summary**
- ▶ **Distribution by Class ID**

## Classroom Level Look

1. Click on **Monthly BIRs by Classroom ID** tab located at the bottom of the spreadsheet.
2. Use the table or bar graph to locate classrooms with a higher number of incidents.
3. Switch to the **Classroom Summary** tab.
4. Select (highlight) the Classroom ID of interest.
5. Review the small table in the right-hand corner to determine the number of children with BIRs in the classroom. *If one child is responsible for the majority of BIRs within the selected classroom, move to Individual Child Analysis.*
6. Scroll down to view all the graphs and table associated with the Classroom ID. View the following information:
  - ▶ Incidents by month
  - ▶ Incidents by problem behavior
  - ▶ Incidents by activity
  - ▶ Incidents by others involved
  - ▶ Incidents by possible motivation
  - ▶ Incidents by response
  - ▶ Incidents by administrative follow-up
  - ▶ Incidents by time of day

## Detailed View of Classroom Level Look

1. Click on **Monthly BIRs by Classroom ID** tab located at the bottom of the spreadsheet.
2. Use the table or bar graph to locate classrooms with a higher number of incidents.

### Example:

In this table we can see that the classroom IDs with the highest number of incidents are 1, 11, and 12.

Total # of Incidents	Classroom ID	September	October	November	December	January	February	March	April	May	June	Total
1					2	4		30	87	108	24	255
2			1	1		2		2				6
3							2	3	2			7
4		1	3		2	3						9
5			3	10	5	9	2	2				31
6			5		2	1		5				13
7		5	3	1	1		4		1	40	13	68
8			1									1
9		3										3
10					4							4
11		1	35	6		8	63	27	12			152
12		1	51	33	21	23	3	10				142
13				1		3	4	2				10
14		5	1									6
15		11		1								12
16					1							1
17		1										1
Total		28	103	53	38	53	78	81	102	148	37	721

3. Once the Classroom ID is isolated, switch to **Classroom Summary** tab.
4. Highlight the Classroom ID of interest in the Classroom ID filter box.

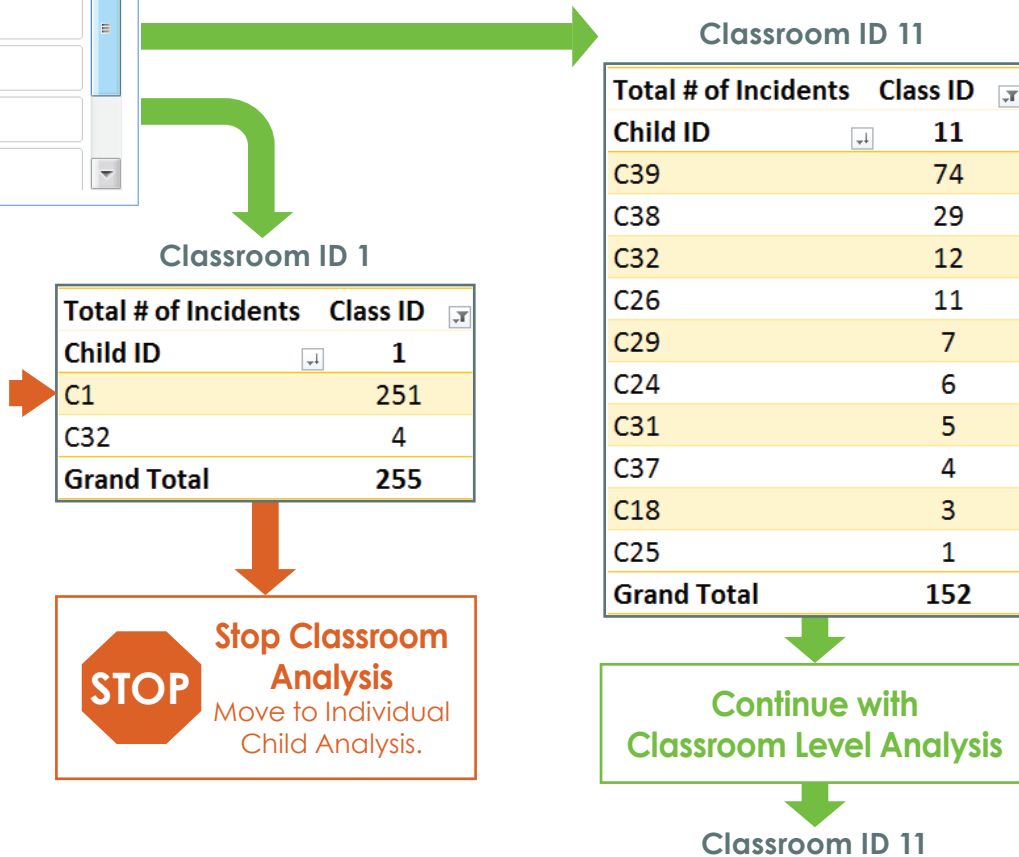
**Classroom ID**

8
9
10
11
12
13
14
15

5. Review the small table in the right-hand corner to determine the number of children with BIRs in the classroom. *If one child is responsible for the majority of BIRs within the selected classroom, move to Individual Child Analysis.*

**Example:**

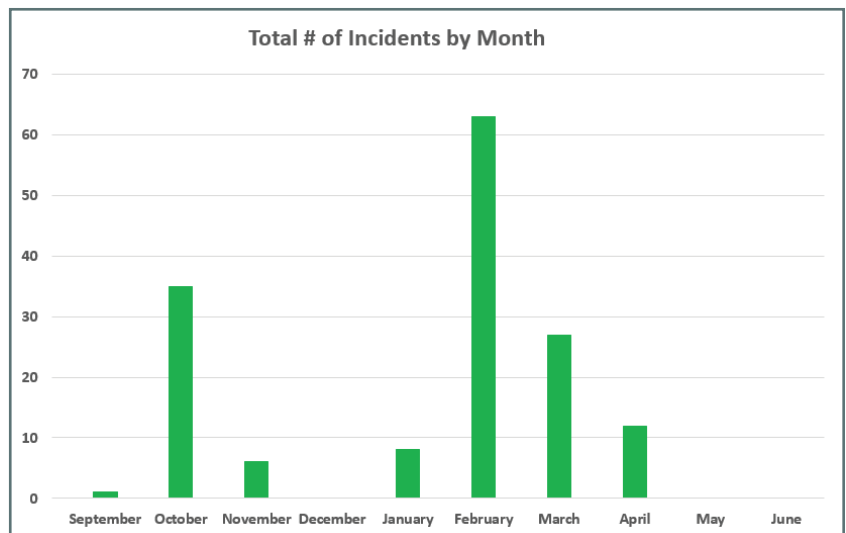
We are reviewing the top two classrooms identified in Step 2. As we can see, the majority of Classroom 1 incidents focus around one child, while Classroom 11 incidents are distributed among a large number of children.



6. Once a Classroom ID is selected, scroll down to view *all* the graphs and tables associated with the classroom.

**Example:**

The leadership team wants to look at total BIR incidents across time in a classroom using the Total Incidents by Month graph.



## Looking Deeper into Classroom Level Data

### Distribution by Class ID

The **Distribution by Class ID** tab includes a range of filters designed to help programs analyze BIR data and develop a deeper, more focused understanding of classroom-level data. This tab is particularly helpful when leadership teams are trying to answer "think" questions and narrow down the focus of concern, such as which classrooms may need additional coaching support or if a concern is isolated to a few or a broader set of classrooms. As filters are selected, the table listing Classroom ID's updates to reflect the filtered selections.

Classroom ID	% of Total Incidents	Total # of Incidents
1	35.37%	255
11	21.08%	152
12	19.69%	142
7	9.43%	68
5	4.30%	31
6	1.80%	13
15	1.66%	12
13	1.39%	10
4	1.25%	9
3	0.97%	7
14	0.83%	6
2	0.83%	6
10	0.55%	4
9	0.42%	3
8	0.14%	1
16	0.14%	1
17	0.14%	1
<b>Grand Total</b>	<b>100.00%</b>	<b>721</b>

#### Example:

When "looking" at the BIR data by activity (using the **Activity** tab), the leadership team wants to "think" more about BIRs occurring within Quiet time/Nap routines. The team asked the question, "What classrooms have BIRs for Quiet time/Nap?"

Using the **Distribution by Class ID** tab, the team can quickly answer that question. Using the filter, the leadership team sees that 6 out of the 17 teachers completed a BIR during Quiet time/Nap, with two classrooms contributing the majority of the 73 BIRs.

This focused information helps the leadership team understand that behaviors during quiet time/nap time are a classroom level, not program-level concern and additional action planning and additional support may need to occur for the identified classrooms.

### Activity

Total # of Incidents	Month										
Activity	September	October	November	December	January	February	March	April	May	June	Total
Circle/Large group activity	3	19	11	4	8	11	12	17	9	1	95
Departure	2	1		2		1	5	4		1	16
Centers/Indoor play	3	25	12	5	14	18	23	31	53	8	192
Clean-up	1	4	2	2	3	1	2	2	7	4	28
Transition	10	7	7	4	5	8	6	5	20	9	81
Self-care/Bathroom	2		1	1	3		3		2	1	13
Quiet time/Nap	5	19	2	3	3	9	15	7	7	3	73
Outdoor play	2	6	5	6	1	4	2	15	18	4	63
Arrival		10	6	3	8	4		2	8	1	42
Meals		7	5	2	1	11	4	5	9	2	46
Small group activity		5	2	4	5	5	3	9	14	3	50
Individual activity				1							1
Other				1	2	6	6	5			20
Transportation									1		1
Total	28	103	53	38	53	78	81	102	148	37	721

### Distribution by Class ID

Activity	Classroom ID	% of Total Incidents	Total # of Incidents
Meals	11	45.21%	33
Other	1	34.25%	25
Outdoor play	12	12.33%	9
Quiet time/Nap	3	2.74%	2
Self-care/Bathroom	14	2.74%	2
Small group activity	4	1.37%	1
Transition	15	1.37%	1
Transportation	<b>Grand Total</b>	<b>100.00%</b>	<b>73</b>



## Classroom Level Think

### Questions

- ▶ How many children in the classroom with BIRs? Is one child contributing to all the incidents? Alternatively, are multiple children receiving BIRs in the classroom?
- ▶ Were there changes in child enrollment that might account for incidents?
- ▶ Were there changes in classroom staffing that might account for changes in incidents?
- ▶ Are teachers with the most reported BIRs new to the program?
- ▶ Are there gaps in training? When did the teacher receive BIR training? How long has it been since Pyramid Model practices training? Has the teacher been trained in Prevent-Teach-Reinforce or other intensive behavior intervention planning?
- ▶ Are their specific types of incidents that are more likely to occur?
- ▶ Are there more incidents in certain activities?
- ▶ Are there specific responses that the teacher is most likely to use?
- ▶ Does the teacher use consistent responses across children who are displaying similar challenging behaviors?
- ▶ Is there a pattern of behavior incidents occurring at particular times of day?
- ▶ Are perceived motivations for behavior incidents related to a specific motivation (e.g., escape)? What is the percentage of reported “don’t know”?
- ▶ Are there response strategies being used that we discourage in the program (e.g., time-out)?
- ▶ Are there response strategies being used that require the immediate support from a behavior specialist (e.g., restraint)?
- ▶ Is there alignment between the most common perceived motivation (e.g., attention) and the most common response strategies (e.g., gain adult attention)?
- ▶ Are teachers receiving regular coaching supports? Do they have a current Teaching Pyramid Observation Tool (TPOT)<sup>2</sup> score? Do they have current action plan goals?

## Classroom Level Act

Within the data-based decision-making approach, the goal is to support teachers and classroom staff and consider actions needed for classroom implementation. Consider implementation actions that are in alignment with data summaries for classroom-level data and that are **matched** to the questions developed during the think process.

### Example:

*The data summary indicates that incidents of all problem behavior are more likely to occur during centers. Your actions would address center activities in all classrooms and provide additional coaching support in the classrooms with the highest number of incidents during centers.*

<sup>2</sup> <http://challengingbehavior.cbcs.usf.edu/Implementation/data/index.html#tpot>

# Individual Child Analysis

If you have identified a need to analyze individual child data, this section provides instructions for a deeper, more precise, look at individual child data.

## Excel tabs you will use:

- ▶ **Monthly BIRs by Child ID**
- ▶ **Child Summary**

## Child Level Look

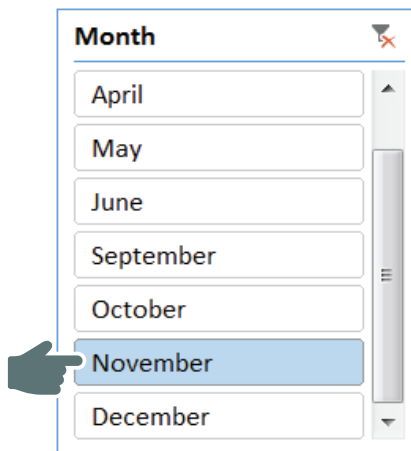
1. Click on the **Monthly BIRs by Child ID** tab
2. Use table or bar graph to look at the Total Number of Incidents by Child ID
3. List children who have a higher number of incidents per month (e.g., > 5 in a month)
4. Switch to **Child Summary** tab
5. Select (highlight) the Child ID of interest
6. Scroll down to view **all** the graphs and tables associated with the Child ID. View the following information:
  - ▶ Total incidents over months
  - ▶ Incidents by type for current month
  - ▶ Activities for current month
  - ▶ Motivations for current month
  - ▶ Responses for current month

## Detailed View of Child Level Look

1. To begin classroom level data analysis, click on the **Monthly BIRs by Child ID** tab.
2. Use the table or bar graphs to look at the Total Number of Incidents by Child ID. Use the filter to select a single month or several months of interest.
3. Identify children who have a higher number of incidents per month (e.g., > 5 in a month)

### Example:

The table shows three children with more than 5 incidents per month for the month of November.



Total # of Incidents	Month	
Child ID	November	Total
C32	22	22
C28	11	11
C7	6	6
C18	3	3
C9	3	3
C10	1	1
C2	1	1
C29	1	1
C34	1	1
C25	1	1
C16	1	1
C20	1	1
C24	1	1
<b>Total</b>	53	53

## Reviewing child level data is an excellent opportunity to examine data for dis-enrolled children.

In the data set below (**Monthly BIRs by Child ID** tab), there are several places where it looks as though Behavior Incidents are decreasing. Child ID 39 received BIRs each month from December to April. This child did not receive any BIRs in May and June. Were intervention supports effective and challenging behavior decreased? By checking enrollment status, we know that this child is no longer in the program. The decrease in BIRs is directly related to dis-enrollment.

Total # of Incidents	Month	September	October	November	December	January	February	March	April	May	June	Total
Child ID												
C9				3	4	3	2	1				13
C8					2							2
C7				6	1	5		1				13
C6					1							1
C5	1											1
C40										35	10	45
C4	3						2	3	2			10
C39					4	5	39	26	4			78
C38			32									32
C37						2	2					4
C36			3									3

Enrollment Status
Disenrolled
C38
C35
C15
C39

- Once you have isolated the children of interest, switch to **Child Summary** tab.
- Highlight the Child ID of interest in the filter.
- Once you select a Child ID, scroll down to view *all* the graphs and table associated with the Child ID.

### Example:

The leadership team wants to look at incidents by problem behavior for C1 using the Total # of Incidents by Problem Behavior tables and graphs. The child C1 had 251 incidents with 108 incidents occurring in May. Non-compliance was the most frequent problem behavior.

Child ID

C1

C10

C11

C14

C15

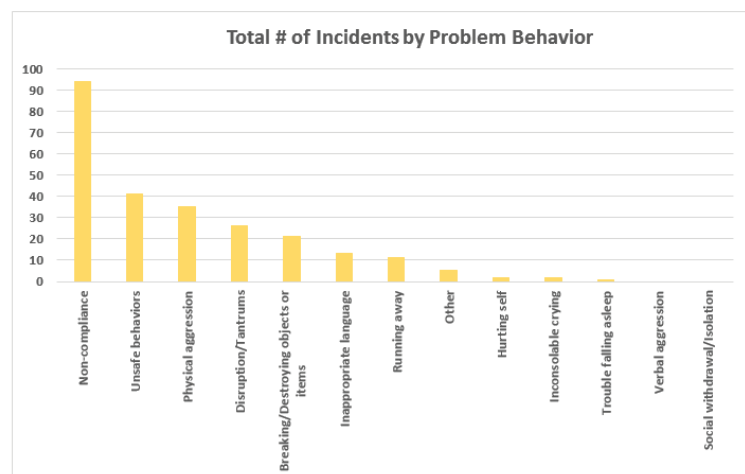
C16

C17

C18

Month	Total # of Incidents
September	0
October	0
November	0
December	2
January	4
February	0
March	30
April	83
May	108
June	24
<b>Total</b>	<b>251</b>

Problem Behavior	Total # of Incidents
Non-compliance	94
Unsafe behaviors	41
Physical aggression	35
Disruption/Tantrums	26
Breaking/Destroying objects or items	21
Inappropriate language	13
Running away	11
Other	5
Hurting self	2
Inconsolable crying	2
Trouble falling asleep	1
Verbal aggression	0
Social withdrawal/Isolation	0
<b>Total</b>	<b>251</b>



## Child Level Think

### Questions

- ▶ What might contribute to incidents?
- ▶ Were there changes at home or school that might affect child incidents?
- ▶ Are their particular types of incidents that are more likely to occur?
- ▶ Is there a pattern of teacher or administrator response?
- ▶ Are there more incidents in certain activities?
- ▶ Are there patterns in the perceived motivations for the behavior incidents?
- ▶ Does this child have a behavior support plan in place?
- ▶ What is the trend in behavior incidents over time?
- ▶ Are incidents more likely to occur with particular people?
- ▶ Is there alignment between the most common perceived motivation (e.g., attention) and the most common response strategies?
- ▶ Are families aware of the challenges occurring in the classroom?
- ▶ Is this child on an IEP? Is the child DLL?
- ▶ Are incidents limited to one child or are there a group of children? If groups of children, also complete a Classroom Level analysis.

## Child Level Act

Within the data-based decision-making approach, the goal is to support children and consider actions needed to support the child within the classroom and program. Consider implementation actions that are in alignment with data summaries for child level data and that are *matched* to the guided questions in the think process.

### **Example:**

*The data summary indicates that incidents are increasing over the past three months for a child who has a behavior support plan in place. Your actions would address arranging a meeting with the family to review and/or adjust the behavior support plan and increase coaching/behavior specialist support within the classroom setting.*

# Precision Statements: Using a Data-Based Decision Making Approach

The leadership team is encouraged to approach BIR data analysis within the data-based decision-making framework. The goal is to support children and teachers and consider actions needed for program implementation. One method to facilitate objective data-based decision-making is to utilize Precision Statements. Precision statements allow movement from a primary or basic understanding of a situation to a more precise, data-focused understanding of a situation. Primary statements are a general descriptor of a concern or a problem. These are insufficient for making decisions. Precision statements are objective, data-based descriptions of an existing problem or current status. The approach starts with an overall concern that needs to be addressed and uses the Look-Think-Act process to narrow or "drill down" to develop the precision statement. By using data and defining the problem precisely enough, the leadership team can develop data summaries that are matched to the guiding questions within the Look-Think-Act process.

## Developing a Precision Statement

The following section uses an example "concern" to illustrate the movement from a primary statement to a precision statement.

Primary Statement: **"The children in our program are aggressive."**

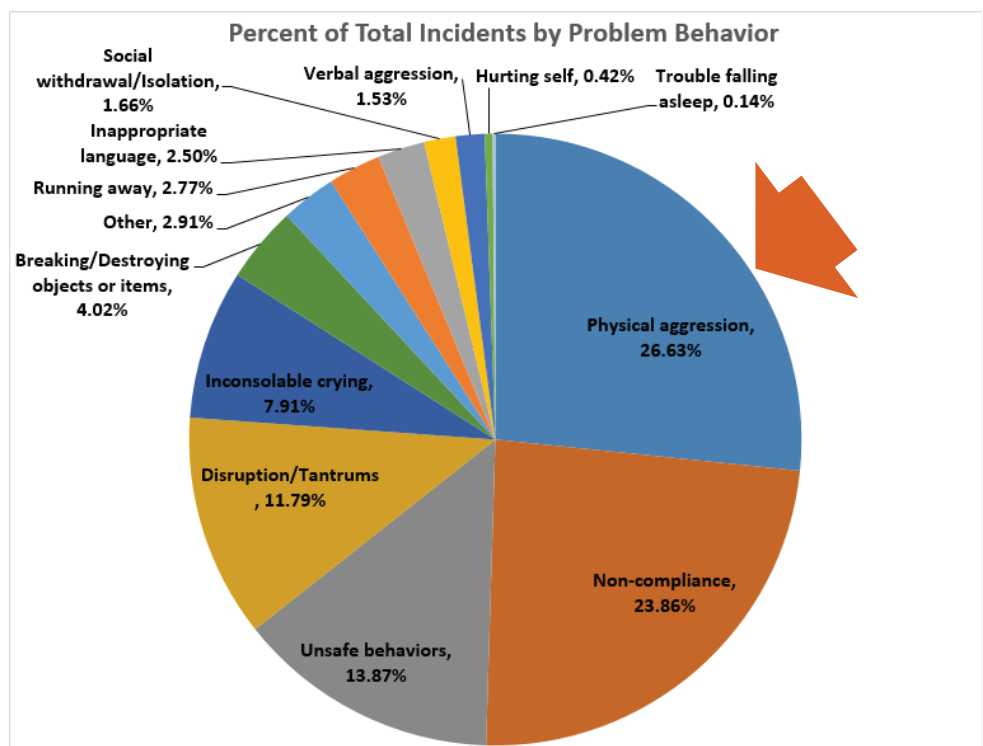
*Teachers have made several comments to coaches that they are frustrated with child aggression, and there has been too much hitting and kicking.*

This statement is very general. Is the statement even true? How many children are we talking about? Is aggression happening in every classroom? There is not enough information for the leadership team to make a plan.

### Steps

1. Select the graph that will help narrow down the primary statement. In this example, the concern involves a specific behavior. Click on the **Problem Behavior** tab.

*By looking at the Total Incidents by Problem Behavior, we can see that aggression is the most common challenging behavior.*



**Problem Behavior**

Hurting self

Inappropriate language

Inconsolable crying

Non-compliance

Other

**Physical aggression**

Running away

Social withdrawal/Isolation

2. Scroll up to the Problem Behavior filter and select Physical Aggression to view Physical Aggression across time.

*Physical aggression appears to occur across the year, but aggression incidents were higher in October and March.*

Total # of Incidents	Months	September	October	November	December	January	February	March	April	May	June	Total
Physical aggression		13	31	10	11	11	21	45	26	20	4	192
<b>Total</b>		13	31	10	11	11	21	45	26	20	4	192

3. Is this true for all classrooms? Go to the **Distribution by Class ID** tab and use the filters to look at physical aggression across classrooms.

### Unfiltered Data

Classroom ID	% of Total Incidents	Total # of Incidents
1	35.37%	255
11	21.08%	152
12	19.69%	142
7	9.43%	68
5	4.30%	31
6	1.80%	13
15	1.66%	12
13	1.39%	10
4	1.25%	9
3	0.97%	7
14	0.83%	6
2	0.83%	6
10	0.55%	4
9	0.42%	3
8	0.14%	1
16	0.14%	1
17	0.14%	1
<b>Grand Total</b>	<b>100.00%</b>	<b>721</b>

**Problem Behavior**

Hurting self

Inappropriate language

Inconsolable crying

Non-compliance

Other

**Physical aggression**

Running away

Social withdrawal/Isolation

### Filtered for Physical Aggression

Classroom ID	% of Total Incidents	Total # of Incidents
11	28.65%	55
12	21.88%	42
1	19.79%	38
7	8.33%	16
5	5.73%	11
15	4.69%	9
6	4.69%	9
13	1.56%	3
9	1.04%	2
2	1.04%	2
14	0.52%	1
17	0.52%	1
3	0.52%	1
8	0.52%	1
10	0.52%	1
<b>Grand Total</b>	<b>100.00%</b>	<b>192</b>

*Of the 17 classrooms, 15 had BIRs for physical aggression. However, three classrooms (1, 11, 12) had higher incidents of physical aggression. Eight classrooms had 3 or fewer incidences of physical aggression.*

4. What else can be determined about the behavior of physical aggression? Return to the **Problem Behavior** tab. Scroll down to the Problem Behavior Analysis by Category section. In the Problem Behavior filter, select Physical Aggression. Scroll down to view data tables on physical aggression by Activity, Others Involved, Possible Motivation, Response, and Administrative Follow-up.

#### Activity:

*Physical aggression occurs most frequently during centers/indoor play.*

Problem Behavior	Physical aggression
Activity	Total # of Incidents
Centers/Indoor play	68
Outdoor play	25
Transition	22
Circle/Large group activity	21
Quiet time/Nap	15
Meals	10
Clean-up	9
Small group activity	8

**Others Involved:**  
Aggression incidents involve peers.

Problem Behavior		Physical aggression
Others Involved		Total # of Incidents
Peers		121
Teacher		53
Assistant Teacher		11
Support/Administrative staff		2
None		2
Substitute		1
Classroom volunteer		1
Other		1

**Possible Motivation:**  
Possible motivations for aggression are varied. Obtain desired item is the highest response, followed closely by don't know.

Problem Behavior		Physical aggression
Possible Motivation		Total # of Incidents
Obtain desired item		38
Don't know		34
Gain peer attention		26
Obtain desired activity		21
Avoid task		19
Avoid peers		17
Other		16
Gain adult attention/Comfort		16

**Response:**  
Classroom staff are responding to aggression with re-teaching/ practicing expected behavior and verbal reminders.

Problem Behavior		Physical aggression
Response		Total # of Incidents
Re-teach/Practice expected behavior		63
Verbal reminder		51
Remove from area		23
Physical guidance		11
Physical hold/Restrain		11
Move within group		7
Remove from activity		7
Other		5

**Administrative Follow-up:**  
Most incidents of physical aggression are not followed-up with an administrative response.

Problem Behavior		Physical aggression
Administrative Follow Up		Total # of Incidents
Not Applicable		172
Contact family		7
Talk with child		6
Other		2
Dismissal from program		1
Arrange behavioral consultation/team		1
Sent home for remainder of day		1
Sent home for 1 or more days		1



5. Compile information and develop a precision statement
- ▶ **Behavior:** Physical Aggression
  - ▶ **Activity:** Centers/Indoor Play
  - ▶ **Others Involved:** Peers
  - ▶ **Possible Motivation:** Obtain Desired Item
  - ▶ **Response:** Re-teach/Practice Expected Behavior and Verbal Reminder.
  - ▶ **Administrative Follow-Up:** Not Applicable

## Precision Statement

### Template for Precision Statement:

BIRs are most commonly issued to children for \_\_\_\_\_ [Problem Behavior] in \_\_\_\_\_ [Activity] with \_\_\_\_\_ [Others Involved] to \_\_\_\_\_ [Possible Motivation]. The most common response is \_\_\_\_\_ [Response] with \_\_\_\_\_ [Admin Follow-Up].

### Our Precision Statement:

BIRs are most commonly issued to children for **physical aggression** in **Centers/Indoor Play** with **peers** to **obtain desired items**. The most common response is **Re-Teach/Practice Expected Behaviors and Verbal Reminder** with **no Administrative Follow-Up**.

This statement **CAN** be used to develop an action plan. By using an effective data-based decision process, the leadership team can develop action items that are directly linked to the data.

## Action Plan

Engage in action planning for all classrooms and/or focal classrooms with higher BIRs for physical aggression (Classroom 1, 11, and 12). Use the Leadership Team Implementation Plan<sup>3</sup> to record actions.

### Possible Action Items

- ▶ Increase use of visual center rules *before* the transition to centers/play.
- ▶ Target specific social skill to teach:
  - Asking for a toy
  - Asking for a turn
- ▶ Add additional solution kit visuals to all center areas.
- ▶ Send home family letter about the importance of encouraging friendship skills during play.
- ▶ Plan for the following year by re-teaching expectation of *Be Kind* in the months before spikes in physical aggression.
- ▶ Increase coaching supports for Classroom 11 and 12 based on TPOT scores (lower scores on Teaching Friendship Skills and Promoting Children's Engagement).

<sup>3</sup> Leadership Team Implementation Manual (page 3). [http://challengingbehavior.cbcs.usf.edu/docs/LeadershipTeam\\_ImplementationGuide.pdf](http://challengingbehavior.cbcs.usf.edu/docs/LeadershipTeam_ImplementationGuide.pdf)  
The Leadership Team Implementation Plan is a resource available within the Leadership Team Resource File.

# Quarterly BIR Equity Data Review

## A Note for the Leadership Team

To better understand the concepts of disproportionality and equity, the leadership team might find reviewing resources around the topic helpful.

- ▶ **NCPMI Equity Page** – equity resources, including webinars, fact sheets, and articles  
<http://challengingbehavior.cbcs.usf.edu/Implementation/Equity>

Resources on culturally responsive practices:

- ▶ **Equity Coaching Guide** – <http://challengingbehavior.cbcs.usf.edu/Implementation/Equity/Guide>
- ▶ **Early Childhood Program-Wide PBS Benchmarks of Quality (EC-BOQ) Cultural Responsiveness Companion** – [http://challengingbehavior.cbcs.usf.edu/docs/ECBoQ\\_Cultural-Responsiveness-Companion.pdf](http://challengingbehavior.cbcs.usf.edu/docs/ECBoQ_Cultural-Responsiveness-Companion.pdf)

Understanding the common metrics used in defining disproportionate discipline:

- ▶ **Defining Disproportionate Discipline** – [http://challengingbehavior.cbcs.usf.edu/docs/PEP\\_Defining-Disproportionate-Discipline.pdf](http://challengingbehavior.cbcs.usf.edu/docs/PEP_Defining-Disproportionate-Discipline.pdf)

The BIR data system provides an analysis of behavior incident reports by demographic variables and generates an equity alert when there are potential issues related to disproportionality. “Potential” is an important word in this sentence. Review and analyze your data to assess whether there are disproportional discipline practices and their extent. A quarterly review of equity alerts allows the team to quickly address the following questions:

- ▶ To what extent are children in specific demographic groups (e.g., American Indian or Alaskan Native children, children with IEPs, etc.) experiencing behavior incident reports?
- ▶ Which child demographic groups are at the greatest risk for exclusionary disciplinary action that is in-school suspension (ISS) (e.g., time in another classroom, temporary removal from classroom), out-of-school suspension (OSS) (sent home, transfer to another program, reduce hours in program) or dismissal (expulsion)?
- ▶ Does the equity alert identify a problem that is program-wide, centered within one or two classrooms, or centered on one or two individual children in the focal group?

Step-by-step instructions help teams analyze equity data, make data-based decisions, and identify resources. Use the worksheet at the end to record Steps 1 through 3.

## Step 1: “Is There a Problem?”

### Problem Identification: Examining equity alert data

Use the BIR Equity Data Review Worksheet on page 43 to record all data. Begin with an examination of risk ratios and the child composition value. When looking at the risk ratio, you’re assessing how likely one group is to receive a BIR versus another group. Risk ratio values greater than 1 indicate overrepresentation. The child composition value describes how proportionate the number of BIRs are in one group for its size (i.e., are the number of BIRs what we would expect for that group given its size?).

## A. Identifying equity alerts

1. In your BIRS spreadsheet, navigate to the **Program Summary** tab. Equity alerts are located on the right side of the screen. If there is disproportionality in the data, an alert will display that prompts the team to dig deeper into the data. In Step 1, Table A on your worksheet at the end of this guide, check which alerts are displayed.

**Example:**

*This Equity Profile Alerts panel shows eight different equity profile alerts.*

Equity Profile Alerts	
<b>INCIDENT ALERTS</b>	
<a href="#">Check Race/Ethnicity Equity Profile</a> <a href="#">Check Gender Equity Profile</a> <a href="#">Check DLL Status Profile</a>	
<b>IN-SCHOOL SUSPENSION ALERTS</b>	<b>OUT-of-SCHOOL SUSPENSION ALERTS</b>
<a href="#">Check IEP Status ISS Equity Profile</a> <a href="#">Check DLL Status ISS Equity Profile</a>	<a href="#">Check Race/Ethnicity OSS Equity Profile</a> <a href="#">Check Gender OSS Equity Profile</a>
<b>DISMISSAL ALERTS</b>	
<a href="#">Check IEP Status Dismissal Equity Profile</a>	

2. In Step 1, Table A on your BIR Equity Data Review Worksheet, check which alerts are displayed. Do this for each group with an alert.

Alert	Race/Ethnicity	Gender	IEP Status	DLL Status
Incident Frequency	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ISS	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
OSS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dismissal	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## B. Recording values

1. Click on the alert in the Equity Profile Alerts panel to go to the equity profile.
2. Once you are in the equity profile, check **which equity profile you are using** and write down the child composition and risk ratio values for all groups in that tab. Identify values that are a possible concern. Record in Step 1, Table B.

Race/Ethnicity Equity Profile for Incident Frequency										
Report Date:		11/8/2018 18:59								
<a href="#">Back to Program Summary</a>		Equity Profile								
					Guiding Question 1: Are outcomes equitable for all groups?			Guiding Question 2: How big are the disparities?		
	Number of Children Enrolled at the School*	Number of Children in Group Who Received a BIR	Total Number of BIRs from Group	Group's Percent of Enrollment	Child Composition	BIR Ratio	BIR Rate	Risk Ratio	Difference in Child Composition	Difference in BIR Composition
					The % of Children with BIRs who belong to a target group; RED cells suggest disproportionality	BIR Rate for group divided by the BIR Rate for all other Children; 1.0 is equal	Total number of BIRs for group divided by the number of enrolled Children from that group	Group's risk of receiving a BIR compared to all other Children; 1.0 is equal	Child Composition minus the Percent of the Child Enrollment; Positive values suggest disproportionality	BIR Composition minus the Percent of the Child Enrollment; Positive values suggest disproportionality
American Indian or Alaskan Native	2	0	0	0.7%	0.0%	0.00	0.00	0.00	-0.7	-0.7
Asian	20	0	0	7.2%	0.0%	0.00	0.00	0.00	-7.2	-7.2
Black or African American	10	1	30	3.6%	2.6%	1.15	3.00	0.72	-1.0	0.5
Hispanic or Latino of any race	156	29	393	56.5%	76.3%	0.92	2.52	2.48	19.8	-2.0
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0.0%	N/A	N/A	N/A	N/A	N/A
Two or more races	20	0	0	7.2%	0.0%	0.00	0.00	0.00	-7.2	-7.2
White	68	8	298	24.6%	21.1%	2.15	4.38	0.82	-3.6	16.7
Totals	276	38	721	100.0%						

\*Total enrollment may not match across profiles due to enrollment changes throughout the school year

Equity Profile: ☐ Incident Frequency ☐ ISS ☐ OSS ☐ Dismissal

Group	Child Composition Value	Concern?	Risk Ratio Value	Concern?*
American Indian or Alaskan Native	0%	<input type="checkbox"/>	0.0	<input type="checkbox"/>
Asian	0%	<input type="checkbox"/>	0.0	<input type="checkbox"/>
Black or African American	2.6%	<input type="checkbox"/>	0.72	<input type="checkbox"/>
Hispanic or Latino of any race	76.3%	<input checked="" type="checkbox"/>	2.48	<input checked="" type="checkbox"/>
Native Hawaiian or Other Pacific Islander	0%	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Two or more races	0%	<input type="checkbox"/>	0.0	<input type="checkbox"/>
White	21.1%	<input type="checkbox"/>	0.8	<input type="checkbox"/>
IEP	0%	<input type="checkbox"/>	0.0	<input type="checkbox"/>
Gen ED	0%	<input type="checkbox"/>	0.0	<input type="checkbox"/>
Female	0%	<input type="checkbox"/>	0.0	<input type="checkbox"/>
Male	0%	<input type="checkbox"/>	0.0	<input type="checkbox"/>
DLL	0%	<input type="checkbox"/>	0.0	<input type="checkbox"/>
Non-DLL	0%	<input type="checkbox"/>	0.0	<input type="checkbox"/>


### \*Notes:

**Enrollment for the group must be 15 or greater.** If enrollment is not greater than 15 the risk ratio value may be unreliable as small changes in small populations can result in large changes in risk ratios that do not necessarily suggest disproportionality. Keep an eye on this group but don't assume disproportionality. You may want to dig deeper (e.g., observe) to identify any issue. You can address these data in the monthly review.

If you have a #DIV/0 error in the risk ratio column, this simply means a risk ratio cannot be calculated because there is only one group receiving a BIR. For example, BIRs were only written for Black children. This should be marked as a concern even if you don't have a ratio.

### C. Examining your child composition value

1. If a child composition value is **highlighted** in the table, this suggests that the highlighted group receives more BIRs than would be expected based on the number of children enrolled in the program. Record as a concern in Step 1, Table B.
2. Record any statements that accompany highlighted values on your worksheet. This statement is the first sentence under the group name (in red).

	Hispanic or Latino of any race
 <b>Child Comp.</b>	Of the 38 children who received at least one BIR, 76.3% are Hispanic or Latino of any race; this group comprises 56.5% of the total child enrollment.
<b>BIR Ratio</b>	The average number of BIRs per child for Hispanic or Latino of any race children is 0.92 times the BIR Rate for all other children.
<b>BIR Rate</b>	Children identified as Hispanic or Latino of any race receive an average of 2.52 BIRs per child.

#### Template:

Of the \_\_\_\_\_ children who received at least one BIR, \_\_\_\_\_% are \_\_\_\_\_; this group comprises \_\_\_\_\_% of the total child enrollment.

### D. Examining your risk ratio value.


A risk ratio value of 1.0 indicates equal representation, values between 0 and 1 indicate underrepresentation, and values greater than 1 indicate overrepresentation.

For your risk ratio value to be significant, the number of enrolled children for your group must be 15 or larger. If your group enrollment is less than 15 skip this step.

Record the statement(s) that accompany any risk ratio values over 1.0 on your worksheet. This statement is the fourth statement under the group name.

Risk Ratio Value	Level of Disproportionality
1.0	Equal risk
1.25	25% higher risk
1.50	50% higher risk
2.00	Two times higher risk
2.50	2.5 times higher risk
3.00	3 times higher risk
>3.00	Yikes!

*Check for small n if your ratio exceeds 7.0*

	Hispanic or Latino of any race
<b>Child Comp.</b>	Of the 38 children who received at least one BIR, 76.3% are Hispanic or Latino of any race; this group comprises 56.5% of the total child enrollment.
<b>BIR Ratio</b>	The average number of BIRs per child for Hispanic or Latino of any race children is 0.92 times the BIR Rate for all other children.
<b>BIR Rate</b>	Children identified as Hispanic or Latino of any race receive an average of 2.52 BIRs per child.
 <b>Risk Ratio</b>	Hispanic or Latino of any race children are 2.48 times more likely to have at least one BIR than all other children.
<b>Diff. in C Comp.</b>	Hispanic or Latino of any race children's representation among children who receive BIRs is 19.8 percentage points higher than expected given Hispanic

#### Template:

\_\_\_\_\_ children are \_\_\_\_\_ times more likely to have at least one BIR than all other children.

## E. Identify your focal and comparison groups

At this point, you will need to identify a group that you want to examine further. Your data may suggest there are one or more groups experiencing possible disproportionality based on the previous review of the child composition and risk ratio values. The disproportionality may be occurring because of incident frequency (i.e., more BIRs are being written for a group than what is expected), ISS frequency (i.e., the strategy/ response used to address an incident resulted in an ISS), OSS frequency, and/or dismissal frequency. At the top of the BIR Equity Data Review Worksheet, identify the equity profile you will be examining as well as your focal group of interest and your comparison group.

In the BIRS, ethnicity and race are recorded for each child thus creating two ways of filtering your data. If your focal group is children who are Hispanic or Latino of any race, your comparison group is children who are Not Hispanic or Latino. In this case, you will only use the Ethnicity filter.

If your focal group is any of the racial categories, to see data for your comparison group, you will use the Race filter.

For example, if your focal group is Black or African American Children, use the Race filter to deselect this group to get your data for your comparison group. You do this by holding down the CTRL key on your PC keyboard and clicking on Black or African American to remove them from the data displayed.

Note that Race of “0” is for children who do not have a race chosen for them on the **Child Enrollment** tab. In this case, you should review your enrollment in the BIRS and complete any missing information for children who are not Hispanic or Latino.

### Focal Group:

Group identified for further examination

### Comparison Group:

All other children who are not within the focal group

Examples:

Focal Group	Comparison Group
Male	Female
DLL	Non-DLL

### Ethnicity

Hispanic or Latino of any...

Not Hispanic or Latino

### Race

American Indian or Alas...

Asian

Black or African American

Native Hawaiian or Othe...

Two or more races

White

## Step 2: Why is it happening?

Problem analysis, finding the data patterns

### A. BIR incident frequency

1. Fill out Step 2, Table A in the workbook with the total number of BIRs for your program, the total number of children with BIRs and the number of BIRs by demographic variable. You will find all of these numbers on the **RaceEthnicity Profile**, **Gender Profile**, **IEP Status Profile**, or **DLL Status Profile** tab depending on which equity alert is activated.

Group	Total # of BIRs:	Total # of Children with BIRs:
PROGRAM		
Focal Group:		
Comparison Group:		

Please note that each tab has the information for each demographic variable.

	Number of Children Enrolled at the School*	Number of Children in Group Who Received a BIR	Total Number of BIRs from Group
American Indian or Alaskan Native	2	0	0
Asian	20	0	0
Black or African American	10	1	30
Hispanic or Latino of any race	156	29	393
Native Hawaiian or Other Pacific Islander	0	0	0
Two or more races	20	0	0
White	68	8	298
<b>Totals</b>	<b>276</b>	<b>38</b>	<b>721</b>

1. On your worksheet, write the top three most common forms of behavior that are linked to a BIR for the focal and the comparison group and the *number of BIRs* for each behavior using the data in the **Problem Behavior** tab.

Focal Group			Comparison Group		
Problem Behaviors	# of BIRs	# of children	Problem behaviors	# of BIRs	# of children
1.					
2.					
3.					

- a. Problem behavior for **focal group**.
- i. On the filter for the demographic ***variable of interest*** (i.e., ethnicity, race, gender, IEP status, DLL status), click on the focal group of interest. Record the top three problem behaviors and the ***total number of incidents*** for each in Step 2, Table B of your worksheet.





- b. Problem behavior for **comparison group**.
      - i. On the filter for the demographic variable of interest (i.e., ethnicity, race, gender, IEP status, DLL status), click on the comparison group(s) of interest.
  2. Now that you've identified the top 3 problem behaviors for each group and written the number of incidents for each, write the number of children for whom a BIR was written for that problem behavior using the data in the **Monthly BIRs by Child ID** tab.
    - a. Total number of children for top 3 problem behaviors for **focal group**.
      - i. Go to the **Monthly BIRs by Child ID** tab. Select the first common problem behavior from the Problem Behavior filter for the focal group. Next, on the filter for the demographic variable of interest (i.e., ethnicity, race, gender, IEP status, DLL status), click on the focal group of interest.
      - ii. Count how many children are listed in the table. Do not use any of the grand totals, as they are a total incident count across months. Record this value for the focal group in Step 2, Table B in your workbook.
      - iii. Next, select the 2nd most common problem behavior. The filter for your demographic variable of interest should still be set to your focal group. Count how many children are listed in the table. Repeat this step for the 3rd most common problem behavior.
    - b. Total number of children for top 3 problem behaviors for **comparison group**.
      - i. Go to the **Monthly BIRs by Child ID** tab. Select the most common problem behavior from the Problem Behavior filter for the comparison group. Next, on the filter for the demographic variable of interest (i.e., ethnicity, race, gender, IEP status, DLL status), click on the comparison group(s) of interest.
      - ii. Count how many children are listed in the table. Do not use any of the grand totals as that is a total incident count across months. Record this value for the comparison group(s) in Step 2, Table B in your workbook.
      - iii. Next, select the 2nd most common problem behavior. The filter for your demographic variable of interest should still be set to your comparison group(s). Count how many children are listed in the table. Repeat this step for the 3rd most common problem behavior.

### Caution!

If 2 or fewer children in the focal group are generating the majority of BIRs (50% or more), continue BIR review process but consider an Individualized Intervention process as well.

## C. Classroom Identification

Identify the classrooms in which the top three problem behaviors for your **focal group** occur.

1. Go to the **Distribution by Class ID** tab.
2. On the filter for the demographic variable of interest (i.e., ethnicity, race, gender, IEP status, DLL status), click on the **focal group** of interest.
3. On the filter for the problem behavior variable, click on the most common behavior that is linked to a BIR for your **focal group**.
4. Count the number of classrooms in the table.
5. Determine total number of classrooms reporting BIRs for the specific problem behavior. Repeat steps 4 and 5 for the 2nd and 3rd ranked problem behaviors. Record this information in Step 2, Table C.

### Caution!

If a small number of classrooms are generating the majority of BIRs, continue BIR Review process but consider an individual or small group coaching process.

Total number of classrooms reporting children from the **focal group** for the most common behaviors:

Problem Behaviors	# of Classrooms
1.	
2.	
3.	

## Step 3: Narrowing the focus

What differences are the data showing?

### A. Gather Data

Using the Problem Behaviors you identified in Step 2B for the focal and comparison group, return to the **Problem Behavior** tab.

- ▶ **Problem Behavior:** What is the most common child behavior identified in the BIR for the focal group and comparison group(s)? If you identified more than one behavior the team can pick a priority. Then continue to analyze the problem behavior by the following categories.
- ▶ **Activity:** When is this group of children most likely to display the problem behavior?
- ▶ **Others Involved:** Are peers or adults most commonly involved with the identified problem behavior?
- ▶ **Motivation:** What is the most commonly identified motivation for the problem behavior? It is possible to have more than one motivation.
- ▶ **Responses:** What is the most common strategy or teacher response? If more than one response the team should consider the most intrusive.
- ▶ **Administrative Response:** What is the most common administrative response? If more than one response the team should consider the most intrusive.

1. Scroll down below the pie chart on the **Problem Behavior** tab to locate the Problem Behavior Analysis by Category section.
2. Select the problem behavior you prioritized from the Problem Behavior filter for the **focal group**.
3. Next, on the filter for the demographic variable of interest (i.e., ethnicity, race, gender, IEP status, DLL status), click on the focal group of interest.

**Problem Behavior Analysis by Category**

<b>Problem Behavior</b> <ul style="list-style-type: none"> <li>Breaking/Destroying objects or items</li> <li>Disruption/Tantrums</li> <li>Hurting self</li> <li>Inappropriate language</li> <li>Inconsolable crying</li> <li>Non-compliance</li> <li>Other</li> <li><b>Physical aggression</b></li> </ul>	<b>Ethnicity</b> <ul style="list-style-type: none"> <li>Hispanic or Latino of ...</li> <li><b>Not Hispanic or Latino</b></li> </ul>	<b>Race</b> <ul style="list-style-type: none"> <li>0</li> <li>Black or African Amer...</li> <li>White</li> </ul>
<b>Gender</b> <ul style="list-style-type: none"> <li><b>Female</b></li> <li>Male</li> </ul>	<b>DLL</b> <ul style="list-style-type: none"> <li>DLL</li> <li>Non-DLL</li> </ul>	<b>IEP</b> <ul style="list-style-type: none"> <li>No</li> <li><b>Yes</b></li> </ul>

4. In the tables below the filters, for each category (Activity, Others Involved, Possible Motivation, Response, and Administrative Follow-Up), identify the top selection for each (e.g., the item with the highest total number of incidents). Record in Step 3, Table A of your workbook.
5. Select the problem behavior from the Problem Behavior filter for the **comparison group(s)**.
6. Next, on the filter for the demographic variable of interest (i.e., ethnicity, race, gender, IEP status, DLL status), click on the comparison group(s) of interest.
7. In the tables below the filters, for each category (Activity, Others Involved, Possible Motivation, Response, and Administrative Follow-Up), identify the top selection for each (e.g., the item with the highest total number of incidents). Record in Step 3, Table A.

**Table Name/  
Category**

Problem Behavior	Physical aggression
Activity	Total # of Incidents
Centers/Indoor play	68
Outdoor play	25
Transition	22
Circle/Large group activity	21
Quiet time/Nap	15
Meals	10
Clean-up	9
Small group activity	8
Departure	7
Other	5

Category	Focal Group	Comparison Group
Problem Behavior		
Activity		
Others Involved		
Possible Motivation		
Response		
Administrative Follow-Up		

## B. Create precision statements

Create summary statements based on the differences seen in the data. On page 25 we provided guidance on the development of precision statements. In the equity review, we will use precision statements for examining equity alerts and differences between the focus group and all other children.

1. Use the information from your table to create a precision statement for the **focal group**:

### Template for Precision Statement:

BIRs are most commonly issued to children for \_\_\_\_\_ [Problem Behavior]  
in \_\_\_\_\_ [Activity] with \_\_\_\_\_ [Others Involved] to \_\_\_\_\_ [Possible Motivation].  
The most common response is \_\_\_\_\_ [Response] with \_\_\_\_\_ [Admin Follow-Up].

2. Use the information from your table to create a precision statement for the **comparison group(s)**:

### Template for Precision Statement:

BIRs are most commonly issued to children for \_\_\_\_\_ [Problem Behavior]  
in \_\_\_\_\_ [Activity] with \_\_\_\_\_ [Others Involved] to \_\_\_\_\_ [Possible Motivation].  
The most common response is \_\_\_\_\_ [Response] with \_\_\_\_\_ [Admin Follow-Up].

## C. Review your statements

Summary precision statements developed using the Equity Data Review are designed to identify whether there is an inequity in discipline, the extent of the problem (e.g., comparison across classrooms and children), and to focus on the specific variables that will provide information about what can be changed to address the issue. If your precision statements show no differences between the focal group and comparison group, your data indicate a need to address problems across all groups in the program.

If alternative statements about the root cause of differences in discipline are offered by members of the team or school staff, these should be subject to the same review and reliance on data as the Equity Data Review provides. If it is necessary to address possible misconceptions or challenges, the following questions may be helpful.

1. Review the completed Equity Data Review summary statements and alternative statements by asking:
  - ▶ Are there data to support the statement?
  - ▶ Is the statement related to the problem logically and based on a review of the data?
  - ▶ Can teachers or program leaders change the variables identified as factors in the summary statement (i.e., do they have the resources to address these variables)?
  - ▶ Do teachers or program leaders have the authority to address the variables identified in the summary statement (i.e., do they have control over these variables)?

### Example:

*The following alternative summary statement has no data support and is not under the control of program staff.*

*"Hispanic or Latino children of any race have more BIRs because their family members are lax in discipline. Children don't respond when we redirect because at home there is no follow-through. If families would be more consistent in their discipline, BIRs among Hispanic or Latino children would be reduced."*

## Step 4: Reflection on Variables and Need for Additional Data

Your next step is to reflect and collect additional information to address the patterns identified by the data collected in Step 2 (i.e., risk ratio, child composition, and classroom identification) and the summary precision statements you completed in Step 3.

### A. There are multiple variables that will lead to the development of realistic interventions that can easily be implemented by teachers. The following questions extend what is known about the factors that need to be addressed and identify any needed additional data collection.

1. Are the differences in number of BIRs, identified behavior, common response, or activity related to one child?
  - ▶ Are a small number of children or one child receiving a high percentage of BIRs (e.g., 80%)?
  - ▶ Is there a need for an individualized intervention for the child receiving multiple BIRs or can the issue be addressed through classroom coaching (i.e., will working on best practice with the teacher address the antecedents of the behavior)?
  - ▶ Have social/emotional skills been explicitly taught to the child in a targeted and specific manner?
  - ▶ Is the child's culture, learning history, and how these intersect with and facilitate learning understood and has this been applied in the child's classroom?
  - ▶ Are behavior interventions developed and individualized based on family cultural practices and child's interests?

2. Are the differences in number of BIRs, identified behavior, common response, or activity related to one or a small percentage (20%) of classrooms?
- ▶ What are the TPOT subscale scores in the classroom? Are there subscales that need to be addressed through coaching that will affect BIRs?
  - ▶ Has the Pyramid Model Equity Coaching Guide<sup>4</sup> been completed? What does it indicate about alignment with the cultures and interests of all the children in the classroom? For example, does the curriculum used in the classroom value and build on the student's culture?
  - ▶ What does the Pyramid Model Equity Coaching Guide indicate about teacher participation in the process of addressing challenging behavior across all children?
  - ▶ Is there a difference in the manner and frequency with which children's behavior is monitored if they have a history of challenging behavior?
  - ▶ Can the issue be addressed through coaching or is there a need for further training and/or reflection on equity?
  - ▶ Is the teacher less experienced? Is there a need for more extensive training on behavioral supports and Pyramid Model?
  - ▶ Do both the teacher and teacher assistant respond as identified in the summary? Do both or only one need further reflection on their own personal culture, values, and implicit bias?
  - ▶ Is this an issue of the behavior of children in the focal group being characterized differently than that of the comparison (i.e., both exhibit the behavior but only the focal group's behavior is identified as physical aggression)?
  - ▶ Have all adults in the classroom developed positive, warm and authentic relationships with students, their families, and community members?
  - ▶ Are all adults in the classroom working to create an impartial, inclusive, and positive learning environment (e.g., modeling, positive feedback, directives)?
  - ▶ Is the teacher's response to the same behavior different between the focal group and the comparison?
  - ▶ Are the differences in number of BIRs, identified behavior, common response, or activity seen across classrooms/program-wide?
  - ▶ Have the staff received implicit bias training?
  - ▶ Do the TPOT scores and the Pyramid Model Coaching Equity Guide show that culturally responsive and positive behavioral supports are implemented with fidelity?
  - ▶ Has the team completed the Program-wide Early Childhood Benchmarks of Quality Cultural Responsiveness Companion (EC-BoQ CRC)<sup>5</sup>? Have items identified as not in place been prioritized and added to the implementation plan for the program?
  - ▶ Have policies and procedures been revised to include culturally responsive practices?
  - ▶ Is the team using collaborative partnerships with community agencies to increase their cultural knowledge and understanding?
  - ▶ Are children at risk for academic and behavioral problems assigned to classes taught by less experienced teachers?
  - ▶ Is implicit bias reflection and discussion part of staff meetings?
  - ▶ Have all teachers received training on best practices for culturally responsive instruction, classroom management, and behavior support, especially with regard to the focal group?
  - ▶ Is there a process for identifying and problem-solving that includes the capacity to address the needs of vulnerable children and their families including those exposed to violence, loss of a parent, or mental health issues?

<sup>4</sup> <http://challengingbehavior.cbcs.usf.edu/Implementation/Equity/Guide>

<sup>5</sup> [http://challengingbehavior.cbcs.usf.edu/docs/ECBoQ\\_Cultural-Responsiveness-Companion.pdf](http://challengingbehavior.cbcs.usf.edu/docs/ECBoQ_Cultural-Responsiveness-Companion.pdf)

## Step 5: Problem Solving and Action Planning Suggestions/Examples

### A. If your data identify a concern with an individual child:

- ▶ Provide individualized resources for the teacher to use questioning, individualize social skills instruction, and teach behavioral expectations that include culturally and linguistically effective practices.
- ▶ Consult with the family to identify cultural differences in social/emotional teaching and/or behavioral expectations. Work with family to develop strategies for both home and school.
- ▶ Ensure that strategies are in place to bridge any communication difficulties the child may exhibit that are culturally based (e.g., phrases in home language, picture boards).
- ▶ Increase positive feedback for following expectations.
- ▶ Observe to assess the need for an individualized intervention. Ensure that it is individualized based on family cultural practices and child interests.
- ▶ Develop an action plan for the teacher to engage in more conversations and play with the child.
- ▶ Include more frequent interactions with the child's parents to share successes as well as identify problems
- ▶ Find opportunities to use the child's home language in oral and written forms
- ▶ Use the TPOT and Pyramid Model Equity Guide to evaluate whether learning centers, materials, visuals, and activities are aligned with the child's culture and interests.
- ▶ Use resources provided in the Pyramid Model Coach Equity Guide

### B. If your data identify a concern in individual classrooms:

- ▶ Add curricular items that value and build upon children's cultures.
- ▶ Provide coaching and/or training on curricular issues identified through the TPOT and Pyramid Model Equity Coaching Guide.
- ▶ Ensure the teacher is completing BIRs with fidelity. Review BIR training, if needed.
- ▶ Ensure all staff, including new hires, have completed training on implicit bias and culturally responsive practices.
- ▶ Provide opportunities for classroom staff to observe and pair with teachers in classrooms in which curriculum and instruction include many instances in which the value of the children's cultures is highlighted.
- ▶ Provide opportunities for the teacher and assistant to self-reflect on their own personal culture, values, and implicit biases.
- ▶ Consult with families of children in the focal group to identify practices and strategies used to teach their children.
- ▶ Provide feedback and opportunities for the teacher and assistant to identify their triggers for completing a BIR
- ▶ As teacher/assistant becomes more aware of triggers, brainstorm alternate strategies for addressing target behavior.
- ▶ Provide resources and strategies to increase bidirectional communication and positive relationships with families of children in the focal group.
- ▶ Provide all staff with practice, modeling and coaching that highlight an impartial, inclusive, and positive learning environment (e.g., modeling, positive feedback, directives).
- ▶ Initiate discussions between the coach and teacher to identify routines or activities that are most challenging and brainstorm ways to eliminate or adjust those that stimulate the child's behavior.
- ▶ Initiate a session for the teacher, assistant, and coach to brainstorm ideas to ensure that all children are actively engaged during routines and activities for the majority of the time.

**C. If your data identify a program-wide concern:**

1. Use the Program-wide EC-BoQ Cultural Responsiveness Companion (EC-BoQ CRC) to identify critical elements and specific items lacking cultural responsiveness, prioritize for action planning, and to identify resources to address prioritized areas. For example:
  - ▶ Examine program-wide expectations yearly to assess cultural fit with current children, families, the community, and staff (see Appendix B of the EC-BoQ CRC).
  - ▶ Develop small groups or use staff meetings to engage staff in reflecting on their own values and culture and how the program culture may engage or disengage children and families (see Appendix E of the EC-BoQ CRC).
  - ▶ Establish collaborative partnerships with community mental health providers, law enforcement, and social service agencies that enable a proactive, interconnected systems framework of support for vulnerable children and families (#29 in EC-BoQ CRC).
  - ▶ Create a professional development plan that includes training and coaching to: a) ensure culturally responsive positive behavioral supports are implemented with fidelity across classrooms; b) ensure that less experienced teachers are well trained; c) address best practices for culturally responsive instruction, classroom management and behavioral support; and d) ensure that policies related to culturally responsive practices are implemented (see Appendix D of the EC-BoQ CRC).
  - ▶ Complete an Equity Audit (Appendix C of the EC-BoQ CRC) to ensure the commitment to culturally responsive practices is embedded in all areas (e.g., vision and mission statements, policy and procedures, professional development, and practice guidelines).
2. Use the Pyramid Model Equity Coaching Guide resources to address areas identified and prioritized across classrooms.
3. Consider peer coaching on cross-cultural best practice.
4. Initiate a parent night in which parents from the focal culture bring materials and activities based in their culture.
5. Create multiple opportunities for family and community involvement.

# BIR Equity Data Review Worksheet

## Instructions

For each analysis, use one set of worksheet pages. After you identify the equity profile and focal group for your analysis, be sure to record it at the top of your worksheet pages.

The worksheet may be completed by the Data Coordinator or by a small group before the leadership team meeting so the leadership team can review and engage in the data-based decision-making process during the meeting.

Update the worksheet for an Equity Alert before each quarterly review. Equity data may change because of interventions that have been implemented and/or changes in enrollment. In addition, new Equity Alerts may be generated. Complete a new worksheet for each new alert.



# BIR Equity Data Review Worksheet

## Step 1: "Is There a Problem?"

### Equity profile:

☐ Incident Frequency ☐ ISS ☐ OSS ☐ Dismissal

Focal Group: \_\_\_\_\_

Comparison Group(s): \_\_\_\_\_

\_\_\_\_\_

*Use one worksheet per focal group.*

### A. Equity Alerts

Alert	Race/Ethnicity	Gender	IEP Status	DLL Status
Incident Frequency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OSS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dismissal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### B. Recording Values

**Equity Profile:** ☐ Incident Frequency ☐ ISS ☐ OSS ☐ Dismissal

Group	Child Composition Value	Concern?	Risk Ratio Value	Concern?*
American Indian or Alaskan Native		<input type="checkbox"/>		<input type="checkbox"/>
Asian		<input type="checkbox"/>		<input type="checkbox"/>
Black or African American		<input type="checkbox"/>		<input type="checkbox"/>
Hispanic or Latino of any race		<input type="checkbox"/>		<input type="checkbox"/>
Native Hawaiian or Other Pacific Islander		<input type="checkbox"/>		<input type="checkbox"/>
Two or more races		<input type="checkbox"/>		<input type="checkbox"/>
White		<input type="checkbox"/>		<input type="checkbox"/>
IEP		<input type="checkbox"/>		<input type="checkbox"/>
Gen ED		<input type="checkbox"/>		<input type="checkbox"/>
Female		<input type="checkbox"/>		<input type="checkbox"/>
Male		<input type="checkbox"/>		<input type="checkbox"/>
DLL		<input type="checkbox"/>		<input type="checkbox"/>
Non-DLL		<input type="checkbox"/>		<input type="checkbox"/>

**\*Note: Enrollment for the group must be 15 or greater.** If enrollment is not greater than 15 the risk ratio value may be unreliable as small changes in small populations can result in large changes in risk ratios that do not necessarily suggest disproportionality. Keep an eye on this group but don't assume disproportionality. If you have a #DIV/0 error in the risk ratio column, this simply means a risk ratio cannot be calculated because there is only one group receiving a BIR.

### C. Child Composition Value

**Child composition Statements:**

Of the \_\_\_\_\_ children who received at least one BIR, \_\_\_\_\_% are \_\_\_\_\_; this group comprises \_\_\_\_\_% of the total child enrollment.

Of the \_\_\_\_\_ children who received at least one BIR, \_\_\_\_\_% are \_\_\_\_\_; this group comprises \_\_\_\_\_% of the total child enrollment.

### D. Risk Ratio Value

**Risk ratio statements:**

\_\_\_\_\_ children are \_\_\_\_\_ times more likely to have at least one BIR than all other children.

\_\_\_\_\_ children are \_\_\_\_\_ times more likely to have at least one BIR than all other children.

## Step 2: Why is it happening?

### A. BIR Incident Frequency

Group	Total # of BIRs:	Total # of Children with BIRs:
PROGRAM		
Focal Group:		
Comparison Group:		

### B. Problem Behavior Identification

Focal Group			Comparison Group		
Problem Behaviors	# of BIRs	# of children	Problem behaviors	# of BIRs	# of children
1.					
2.					
3.					

Total number of classrooms reporting children from the **focal group** for the most common behaviors:

Problem Behaviors	# of Classrooms
1.	
2.	
3.	

### Step 3: Narrowing the focus

#### A. Gather your data

Category	Focal Group	Comparison Group
Problem Behavior		
Activity		
Others Involved		
Possible Motivation		
Response		
Administrative Follow-Up		

#### B. Precision Statements

##### Focal Group Precision Statement:

BIRs are most commonly issued to \_\_\_\_\_ children  
 for \_\_\_\_\_ [Problem Behavior]  
 in \_\_\_\_\_ [Activity]  
 with \_\_\_\_\_ [Others Involved]  
 to \_\_\_\_\_ [Possible Motivation].

The most common response is \_\_\_\_\_ [Response]  
 with \_\_\_\_\_ [Admin Follow-Up].

##### Comparison Group(s) Statement:

BIRs are most commonly issued to \_\_\_\_\_ children  
 for \_\_\_\_\_ [Problem Behavior]  
 in \_\_\_\_\_ [Activity]  
 with \_\_\_\_\_ [Others Involved]  
 to \_\_\_\_\_ [Possible Motivation].

The most common response is \_\_\_\_\_ [Response]  
 with \_\_\_\_\_ [Admin Follow-Up].

# Understanding How to Share Data

One critical element of program-wide implementation is the sharing of data with all stakeholders. Sharing data helps program staff and families become familiar with data and better understand the patterns and history of BIRs over time. Sharing data helps everyone understand that data decision-making is valued by the program and encourages ownership of the change process. This last section will offer essential considerations for the leadership team when sharing BIR data with program staff and families.

## What to Share

The leadership team might share program-level data that have been reviewed by the leadership team during a monthly meeting. For example, data might be used to highlight a concern that the program will be addressing or to share progress on goals the program is working toward. Family members on the leadership team can assist the team with understanding what data are most relevant to share with families. For example, the leadership team might share the Total Incidents by Activity graph to show there is an increase in the number of BIRs during arrivals over the last several months and then review a few of the action ideas the leadership team has been discussing around improving arrival procedures.

## How to Share

It is recommended that the leadership team share data to communicate activities and accomplishments in a way that delivers a simple and visually engaging message. Consider using technology to project graphs during a staff meeting, so all program staff can view data together or create handouts that display relevant graphs and charts. Other ways of sharing include email or staff newsletter. Sharing data with families can be done through technology (communication apps and/or email) or through family newsletters. The leadership team may want to place relevant graphs and data in the staff and/or family newsletter to highlight progress (“During January we decreased BIRs during circle time/large group activity by 50 %!”). Before sharing, double check to ensure that all data is de-identified. Make sure that all graphs and tables have Child and Classroom IDs (no names or easily identifiable information).

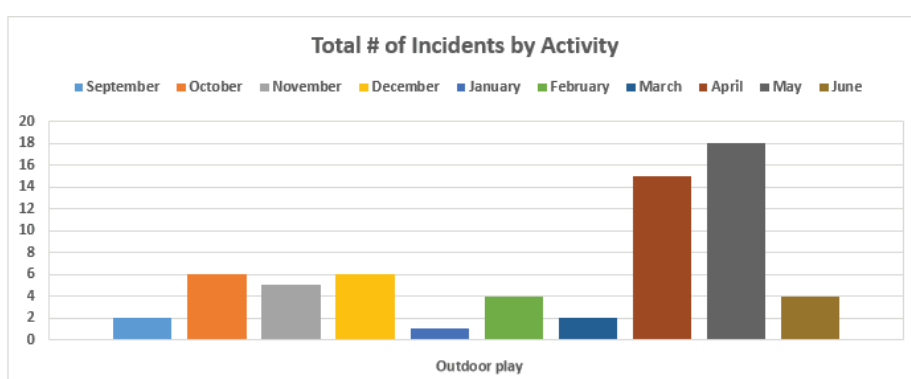
## When to Share

Knowing when to share data with program staff is dependent on the type of data being shared (see what to share above). Sharing data after each monthly leadership team meeting can keep staff informed of relevant BIR trends and patterns over time. Ongoing sharing of data with staff can be done through meetings, email, and staff newsletters. It will also be important to share BIR data with families and staff when the leadership team develops an action plan that focuses on a change in policy or a change to daily procedures within the program that is designed to address concerns about BIRs.

## Example: Data Related to a Change in Program Policy

At the end of the year, the leadership team reviews the year of BIR data for outdoor play as part of the process for updating the playground procedures. After completing the “look” and “think” process, the team develops an action plan that involves sharing data with the program staff and families and soliciting ideas from program staff and families about how to improve safety and supervision on the playground.

The leadership selected one graph and one table to share with program staff during an end of the year staff meeting. After sharing the data, the leadership team leads the staff through a brainstorming activity, in which staff members are placed into small groups to brainstorm new ideas to improve the existing playground activity. Family input is solicited from the family members on the leadership team and also through a playground survey sent to all families in the program. The leadership team records the ideas from the small groups and family members and uses the ideas to develop the new playground procedures.



<b>Outdoor play</b>	<b>8.74%</b>	<b>63</b>
Physical aggression	3.47%	25
Disruption/Tantrums	0.42%	3
Non-compliance	2.22%	16
Unsafe behaviors	0.83%	6
Running away	0.69%	5
Inconsolable crying	0.00%	0
Other	0.14%	1
Social withdrawal/Isolation	0.00%	0
Verbal aggression	0.42%	3
Inappropriate language	0.28%	2
Breaking/Destroying objects or items	0.14%	1
Hurting self	0.14%	1
Trouble falling asleep	0.00%	0

## Suggestions for Changes in Playground Procedures:

- ▶ An additional set of visuals for playground rule of “gentle hands and feet.” Hang extra visual cue cards on a ring by the gate for easy access.
- ▶ Increase staff supervision during warm months at the end of the year when the playground is in frequent use (March and April).
- ▶ Staff assigned to close gate each day and to check gate periodically throughout time on the playground.

# Appendix A: Data Entry and Quality Checklist

Before data analysis, the leadership team is encouraged to examine the quality of data and note whether there are concerns about how data were collected, entered in the Excel file, and other external factors that might affect the interpretation of data. The data entry and quality checklist should be reviewed periodically by the Data Coordinator, and concerns should be shared with the leadership team.

## BIRS Data Entry

**Review BIRS spreadsheet for data entry errors that can result in data quality concerns.**

Errors within data entry may indicate a need for additional training for the staff member entering BIR data.

### Program Information Tab:

- ☐ Inaccurate population counts for the program (by gender, IEP, DLL, race, ethnicity)
- ☐ Too many unknowns for race

### Child Enrollment Tab:

- ☐ Enrolling children twice
- ☐ Incorrect demographic information for each child
- ☐ Failure to disenroll the child after they have left the program

### BIR Data Entry Tab:

- ☐ Failure to use drop down lists to make selections (do not type in responses, faster yes but errors in spelling, spacing, capitalization can cause errors in data counts – can result in extra items not on form)
- ☐ Typing in date incorrectly (mm/dd/yy)
- ☐ Typing in time incorrectly (the format is in 24 hours time/military time OR changing AM to PM as needed)
- ☐ Leaving blanks when you don't know (Other's Involved – use None or Other, Motivation – use Don't know, Admin Follow-Up – use Not applicable). Don't leave a blank.
- ☐ Any manipulation of data (i.e., changing child ID, changing child race/ethnicity that change the alerts)

## BIR Completion

**Review these questions for BIR completion errors that can result in data quality concerns.**

Answering yes to these questions may indicate a need for additional staff training on the BIR completion process.

- ☐ Are teachers checking ONE box per criteria (e.g., the most intrusive behavior, one activity, one possible motivation, etc.)?
- ☐ Are all necessary fields being completed (e.g., no missing data)?
- ☐ Are teachers leaving blanks when they don't know (Other's Involved – use None or Other, Motivation – use Don't know, Admin Follow-Up – use Not applicable)?
- ☐ Are there increases in use of Don't Know as a response?
- ☐ Are multiple BIRs being turned in for the same child within a small time frame?
- ☐ Are BIRs being turned in to the data entry staff person on a regular basis?
- ☐ Are completed BIRs being entered into the Excel file in a timely manner?