

The Behavior Incident Report System (BIRS)



The Behavior Incident Report System (BIRS) collects and analyzes behavior incidents in early childhood settings.

The system provides an efficient mechanism for gathering information on elements related to behavior incidents that are used to make decisions about providing supports to teachers and children within the program. In addition, the BIRS includes alerts about potential equity issues by calculating disproportionality related to race, ethnicity, IEP status, gender, and dual-language learners. The BIRS also provides information on the frequency of behavior incidents resulting in suspensions and expulsions.

The goal of the BIRS is to support the child, teacher, and consider the actions needed for program improvement.

The BIRS offers early childhood programs a system that is uniquely designed to provide data related to teacher reports of behavior incidents for young children. Behavior tracking data systems designed for students in K-12 programs typically track rule infractions or office discipline referrals. The BIR system focuses on behaviors that are of concern to the teacher and includes fields for the kinds of challenging behaviors that often occur in the preschool classroom and the responses to behavior that are likely to be used by the early educator.

What is a Behavior Incident Report (BIR)?

A Behavior Incident Report form is used by teachers to record serious behavior incidents and gathers critical information around the following factors:

- ▶ Problem Behavior
- ▶ Activity
- ▶ Others Involved
- ▶ Possible Motivation
- ▶ Response
- ▶ Administrative Follow-up
- ▶ Race/Ethnicity
- ▶ Gender
- ▶ IEP Status
- ▶ Dual-Language Learner

The BIR Form is provided to a designated person or staff who enters the data into the BIR Data System.

Data System

The BIRS uses an Excel spreadsheet to track and summarize behavior incidents. A Program Summary is generated containing relevant charts and tables specific to program-level data, making it easy for programs to view and analyze data on a monthly basis. Classroom level and individual child charts and tables are also provided. In addition, users can analyze data further by each factor on the BIR form (i.e., Problem Behavior, Activity, Others Involved, Possible Motivation, Response, and Administrative Follow Up). The data system includes built-in filters giving the user the ability to narrow down data sets.

How are the data used?

The Leadership Team of a program uses BIR data to make data-based decisions related to the support of teachers, children, and the program. The team uses the data to summarize and highlight critical data and focus on the “patterns” and “trends” at the program, classroom, or individual child level. The summarized data are used to:

- ▶ Identify training needs
- ▶ Deliver professional development
- ▶ Problem solve around specific children or social and emotional needs
- ▶ Make other programmatic changes (e.g., playground schedule, program-wide expectations)
- ▶ Examine equity

Why use the BIRS?

By reviewing BIR data, leadership teams can improve the quality of data-based decision-making and action-planning. Data-based decision-making is facilitated when a focused, well-defined need is established. The BIR System allows for behavior patterns to be defined in greater detail and for leadership teams to “dig deeper” with data, gaining more information about specific questions related to overall program-wide and classroom patterns. BIR data collection and analysis can also assist programs to identify potential issues of disproportionality, determine individual children’s incident patterns, and use year-end data to guide action planning for the upcoming year.

To access the BIRS system, go to:

<https://challengingbehavior.cbcs.usf.edu/Implementation/data/BIRS.html>