



Behavior Incident Report System

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National Center for
**Pyramid Model
 INNOVATIONS**
ChallengingBehavior.org

Behavior Incident Report System



- Behavior Incident Report System v2.0
- Behavior Incident Report Form
- Behavior Incident Report Instructions
- Teacher Training
- BIRS Data-Based Decision-Making Guide

Available on www.challengingbehavior.org



What is the BIRS 2.0?

- The Behavior Incident Report System (BIRS) collects and analyzes behavior incidents in early childhood settings – similar to tracking of Office Discipline Referrals; **BUT DIFFERENT**
- Initially developed in 2010 (TACSEI); revised by the Pyramid Equity Project
 - Alerts disproportionate discipline
 - Tracks suspensions and expulsions



Behavior Incident Report (BIR)

- Form for recording serious behavior incidents and child demographics
- *Goal is to support the child, teacher, and consider actions needed for program improvement*
- Analyze across children, across teachers, individual children, identify potential issues of disproportionality.



BIR Form

- Categories:
 - Problem Behavior
 - Activity
 - Others Involved
 - Possible Motivation
 - Response
 - Administrative Follow-up

Behavior Incident Report															
Classroom ID:	Child ID:	Date:	Time:												
Program ID:															
Behavior Description:															
Problem Behavior (check most intrusive)															
<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Repetitive behaviors													
<input type="checkbox"/> Disruption/Tantrums	<input type="checkbox"/> Social withdrawal/isolation	<input type="checkbox"/> Hurting self													
<input type="checkbox"/> Inconsolable crying	<input type="checkbox"/> Running away	<input type="checkbox"/> Trouble falling asleep													
<input type="checkbox"/> Verbal aggression	<input type="checkbox"/> Breaking/Destroying objects or items	<input type="checkbox"/> Other: _____													
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Unsafe behaviors														
Activity (check one)															
<input type="checkbox"/> Arrival	<input type="checkbox"/> Outdoor play	<input type="checkbox"/> Departure													
<input type="checkbox"/> Circle/Large group activity	<input type="checkbox"/> Special activity	<input type="checkbox"/> Therapy													
<input type="checkbox"/> Small group activity	<input type="checkbox"/> Field trip	<input type="checkbox"/> Quiet time/Nap													
<input type="checkbox"/> Centers/indoor play	<input type="checkbox"/> Self-care/Bathroom	<input type="checkbox"/> Transportation													
<input type="checkbox"/> Diapering	<input type="checkbox"/> Transition	<input type="checkbox"/> Individual activity													
<input type="checkbox"/> Meals	<input type="checkbox"/> Clean-up	<input type="checkbox"/> Other: _____													
Others Involved (check one)															
<input type="checkbox"/> Teacher	<input type="checkbox"/> Family Member	<input type="checkbox"/> Transportation driver													
<input type="checkbox"/> Assistant Teacher	<input type="checkbox"/> Support/Administrative staff	<input type="checkbox"/> Kitchen staff													
<input type="checkbox"/> Peers	<input type="checkbox"/> Substitute	<input type="checkbox"/> None													
<input type="checkbox"/> Therapist	<input type="checkbox"/> Classroom volunteer	<input type="checkbox"/> Other: _____													
Possible Motivation (check one)															
<input type="checkbox"/> Obtain desired item	<input type="checkbox"/> Gain adult attention/comfort	<input type="checkbox"/> Avoid sensory													
<input type="checkbox"/> Obtain desired activity	<input type="checkbox"/> Avoid adults	<input type="checkbox"/> Don't know													
<input type="checkbox"/> Gain peer attention	<input type="checkbox"/> Avoid task	<input type="checkbox"/> Other: _____													
<input type="checkbox"/> Avoid peers	<input type="checkbox"/> Obtain sensory														
Response (check one or the most intrusive)															
<input type="checkbox"/> Verbal reminder	<input type="checkbox"/> Provide physical comfort	<input type="checkbox"/> Teacher contact family													
<input type="checkbox"/> Redirect to different activity/toy	<input type="checkbox"/> Curriculum modification	<input type="checkbox"/> Time out													
<input type="checkbox"/> Move within group	<input type="checkbox"/> Re-teach/Practice expected behavior	<input type="checkbox"/> Physical guidance													
<input type="checkbox"/> Remove from activity	<input type="checkbox"/> Loss of activity	<input type="checkbox"/> Physical hold/Restrain													
<input type="checkbox"/> Remove from area	<input type="checkbox"/> Time with a teacher	<input type="checkbox"/> Other: _____													
<input type="checkbox"/> Remove item	<input type="checkbox"/> Time in a different classroom or adult outside of classroom														
Administrative Follow-Up (check one or most intrusive)															
<input type="checkbox"/> Not applicable	<input type="checkbox"/> Targeted group intervention	<input type="checkbox"/> Conditional enrollment													
<input type="checkbox"/> Talk with child	<input type="checkbox"/> Temporary removal from classroom	<input type="checkbox"/> Transfer to another program													
<input type="checkbox"/> Contact family	<input type="checkbox"/> Sent home for remainder of day	<input type="checkbox"/> Reduce hours in program													
<input type="checkbox"/> Family meeting	<input type="checkbox"/> Sent home for 1 or more days	<input type="checkbox"/> Dismissal from program													
<input type="checkbox"/> Arrange behavioral consultation/team	<input type="checkbox"/> Other: _____														
Comments:															
If this is the first BIR for the child, please select the following demographic information: <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Male</td> <td><input type="checkbox"/> EP in place</td> <td colspan="2">Select ONE: <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Two or more races <input type="checkbox"/> White</td> </tr> <tr> <td><input type="checkbox"/> Female</td> <td><input type="checkbox"/> No EP</td> <td colspan="2"></td> </tr> <tr> <td></td> <td><input type="checkbox"/> Dual language</td> <td colspan="2"></td> </tr> </table>				<input type="checkbox"/> Male	<input type="checkbox"/> EP in place	Select ONE: <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Two or more races <input type="checkbox"/> White		<input type="checkbox"/> Female	<input type="checkbox"/> No EP				<input type="checkbox"/> Dual language		
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<input type="checkbox"/> Female	<input type="checkbox"/> No EP														
	<input type="checkbox"/> Dual language														

Tracking Behavior Incidents

- The fields for data collection match the behaviors, activities and procedures that occur in ECE
 - Behaviors
 - Physical aggression, Tantrums, Inconsolable crying, non compliance, etc.
 - Activities
 - Centers, circle, diaper, snack, nap, etc.
 - Motivations
 - Obtain item, obtain attention, avoid activity, avoid sensory, etc.
 - Responses
 - Verbal reminder, move in group, provide comfort, remove from area, physical guidance, etc.

BIR Analytic Elements

Measure	Analysis	Factors
Behavior incident frequency	<ul style="list-style-type: none"> • Program • Classroom • Child 	<ul style="list-style-type: none"> • Type of Problem Behavior • Activity • Others involved • Possible motivation • Strategy/Response • Administrative follow-up
Disproportionality	<ul style="list-style-type: none"> • BIR Composition • BIR Risk • Risk Ratio 	<ul style="list-style-type: none"> • Race/Ethnicity • Gender • IEP status • DLL

Tracking Administrative Actions

- Expulsion/Dismissal
- In School Suspension
 - Temporary removal from classroom
 - Time in different classroom or adult outside the classroom
- Short Term Suspension
 - Sent home for remainder of day -Child is sent home for some part of the school day.
- Suspension
 - Sent home for one or more days - Child is sent home and not allowed to return to school for one or more days.

Common Metrics

- Risk (“Risk Index”)
 - % of children in a racial/ethnic group who have at least one BIR
- Risk Ratio
 - Risk of one group vs. risk of another group
 - Best single measure to summarize a group’s risk
- Composition
 - % of children who received BIRs who belong to a specific racial/ethnic group
- BIR Composition
 - % of BIRs generated by a specific racial/ethnic group
 - Impacted by children who receive multiple BIRs



Preparation

- Copies of forms
- Procedures to collect forms and enter data
- Data entry training completed
- Enter overall program demographics per month
- Enter number of school days per month
- Enter enrollment number by classroom per month
- Child and child demographics entered when child has first BIR



Process

Teachers Trained

- Teachers receive online training on how and when to use a BIR form for a behavior incident

Complete BIR Form

- Completed by the classroom teacher or staff member following a behavior incident that is not developmentally normative or is a cause for a concern

Forms provided to data entry staff

- BIR Form is provided to a designated person on staff who enters data into the spreadsheet

Data Analysis

- The spreadsheet provides a summary of for examining factors related to behavior incidents



Program Summary

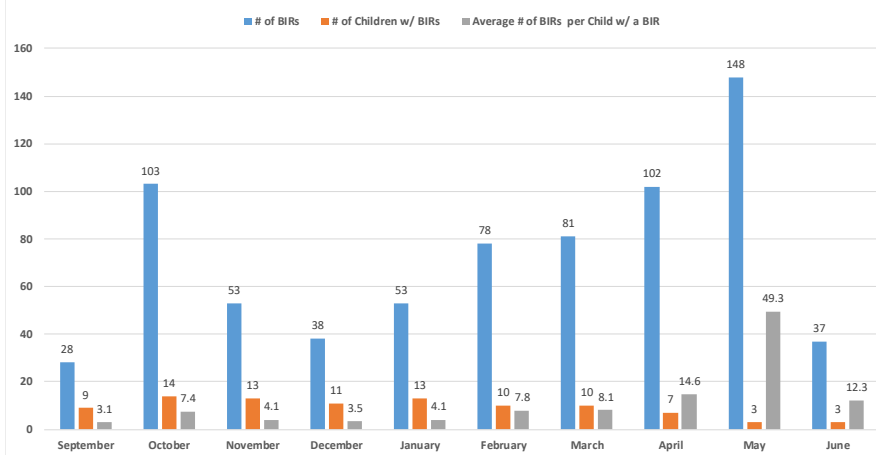
Total # of BIRs to date:

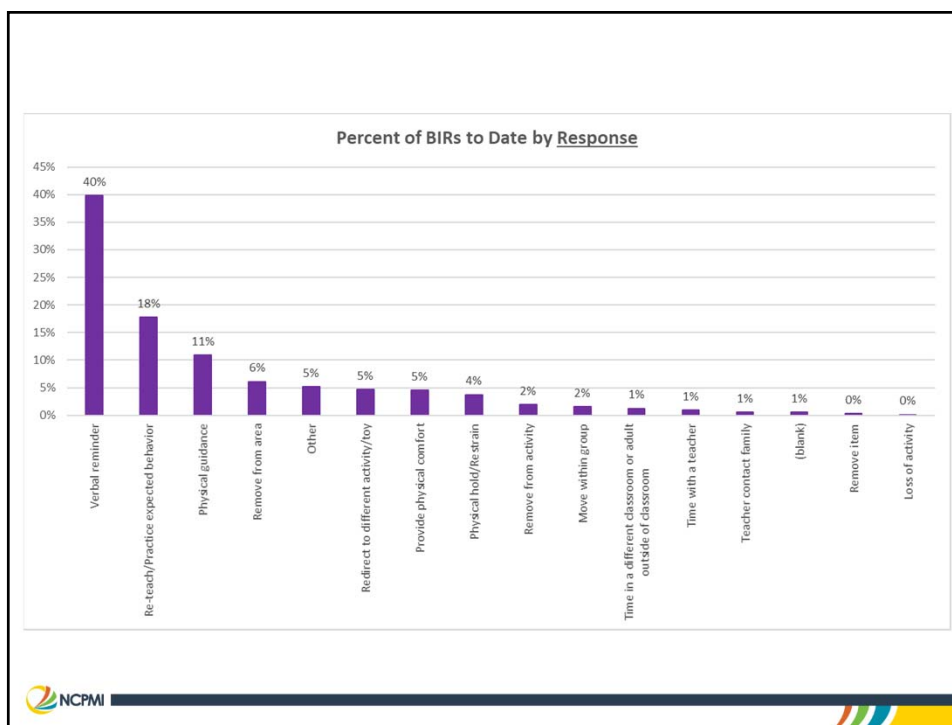
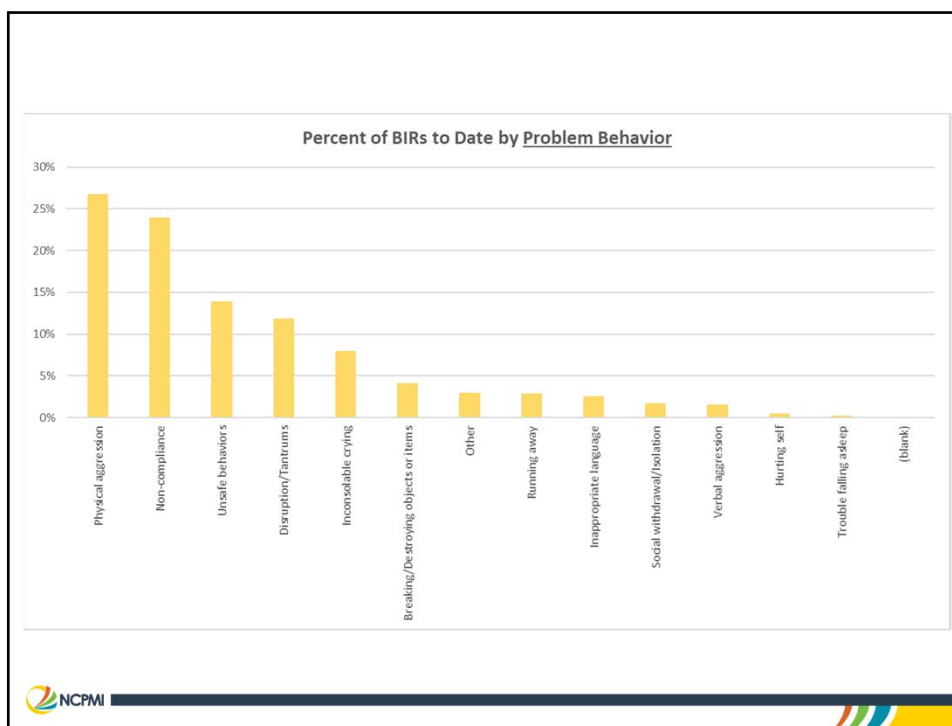
721

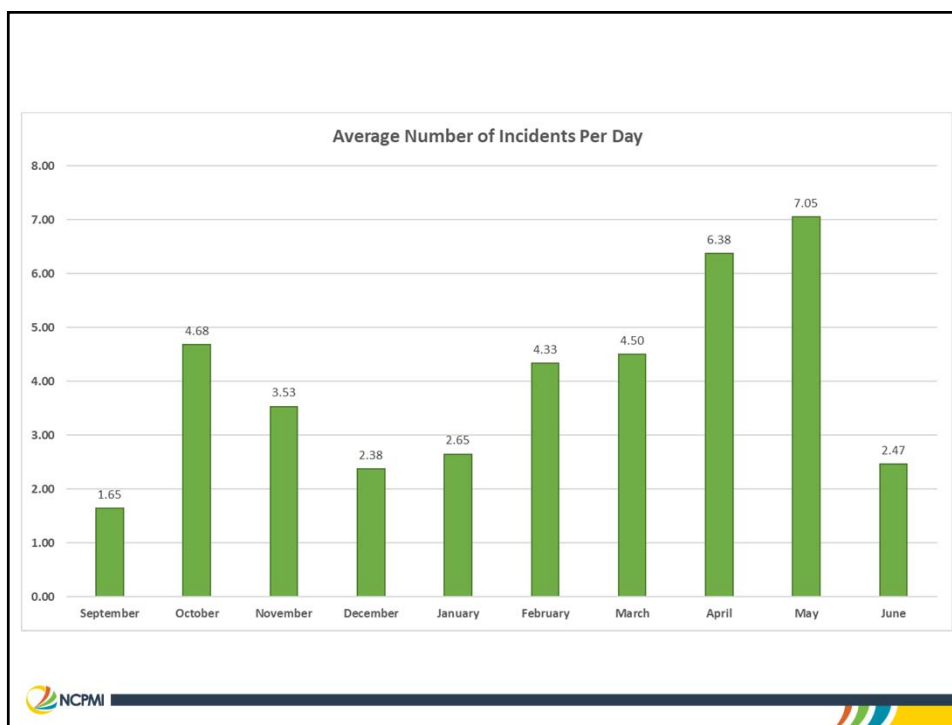
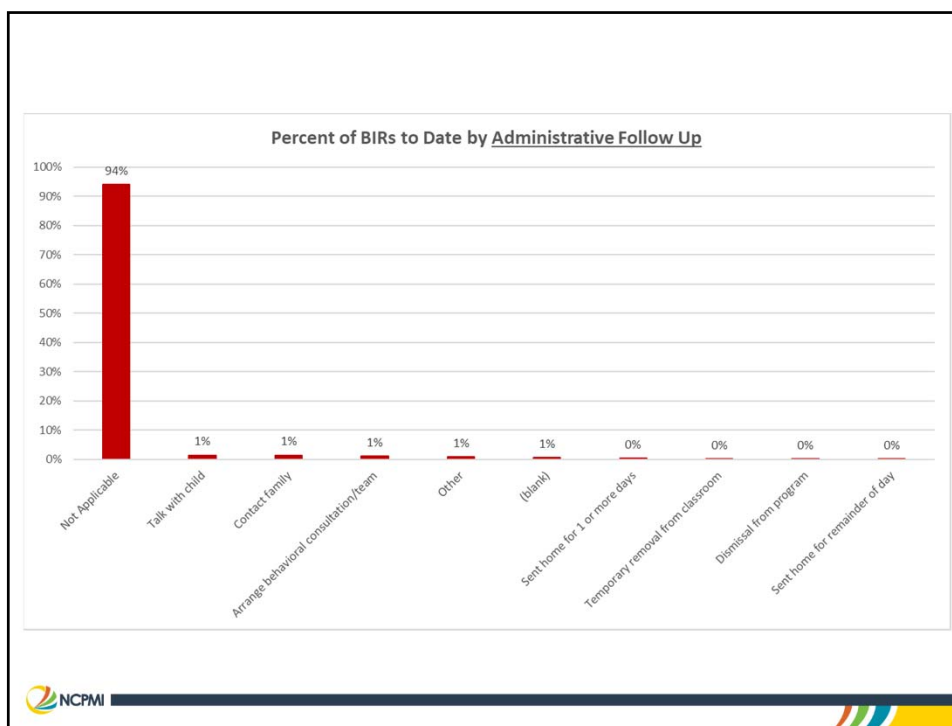
Total # of Children w/ BIRs to date:

38

BIR Summary

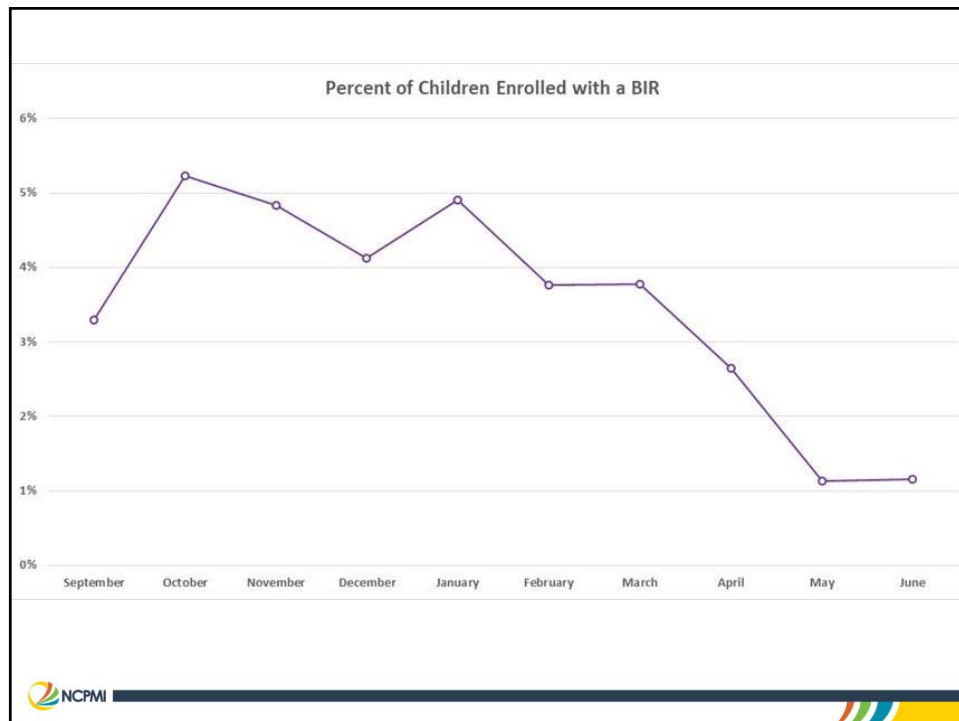






	# of BIRs	% of Total BIRs	# of Children w/ BIRs	Average # of BIRs per Child w/ a BIR	% Enrolled w/ a BIR
August	0		0		
September	28	3.9%	9	3.1	3.30%
October	103	14.3%	14	7.4	5.22%
November	53	7.4%	13	4.1	4.83%
December	38	5.3%	11	3.5	4.12%
January	53	7.4%	13	4.1	4.91%
February	78	10.8%	10	7.8	3.76%
March	81	11.2%	10	8.1	3.77%
April	102	14.1%	7	14.6	2.64%
May	148	20.5%	3	49.3	1.14%
June	37	5.1%	3	12.3	1.15%
July	0		0		
TOTAL:	721	100%	AVERAGE:	11.4	3.48%

NCPMI



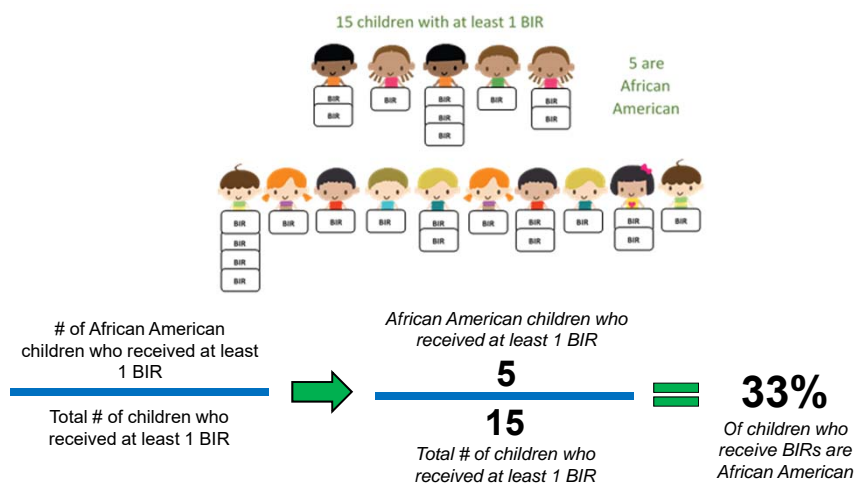
Equity Profile Alerts

INCIDENT ALERTS	
Check Race/Ethnicity Equity Profile Check Gender Equity Profile Check DLL Status Profile	
IN-SCHOOL SUSPENSION ALERTS	OUT-of-SCHOOL SUSPENSION ALERTS
Check IEP Status ISS Equity Profile Check DLL Status ISS Equity Profile	Check Race/Ethnicity OSS Equity Profile Check Gender OSS Equity Profile
DISMISSAL ALERTS	
Check IEP Status Dismissal Equity Profile	



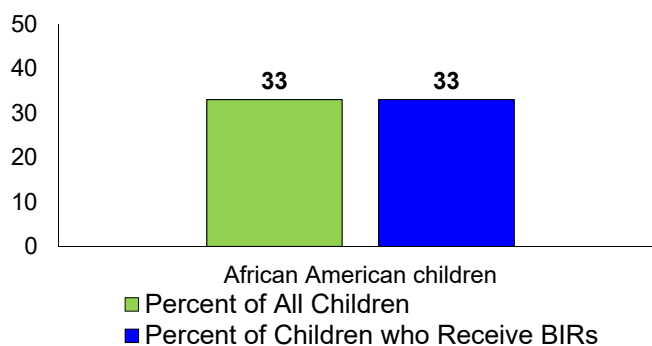
Calculating Composition

% of children who received BIRs who belong to a specific group



Making Meaning out of Composition

Enrollment vs. Composition

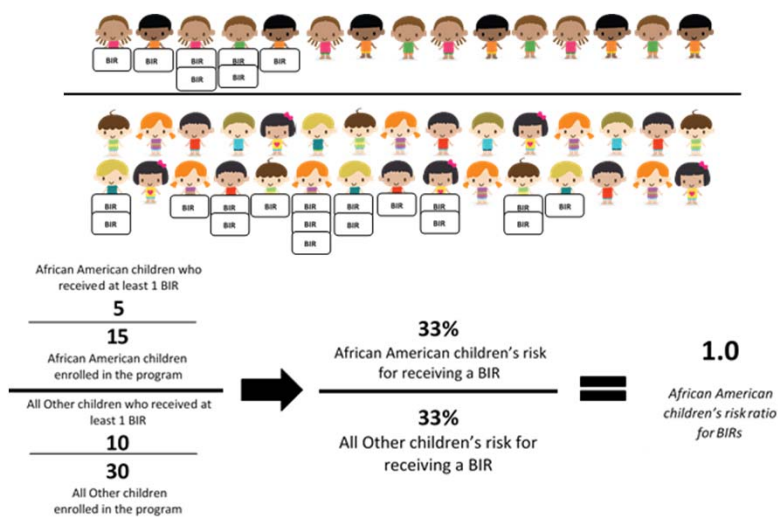


A group's representation in children who receive a BIR should be close to their representation in the total child enrollment



Calculating Risk Ratio

Risk of one group compared to the risk of another group



Interpreting the Risk Ratio

Risk Ratio Value	Level of Disproportionality
1.0	Equal
1.25	25% Higher Risk
1.50	50% Higher Risk
2.00	Two Times Higher Risk
2.50	Two and a Half Times Higher Risk
3.00	Three Times Higher Risk
> 3.00	Yikes.

Note: At least 15 students are needed in the target and in the comparison groups for risk ratio to be stable and meaningful

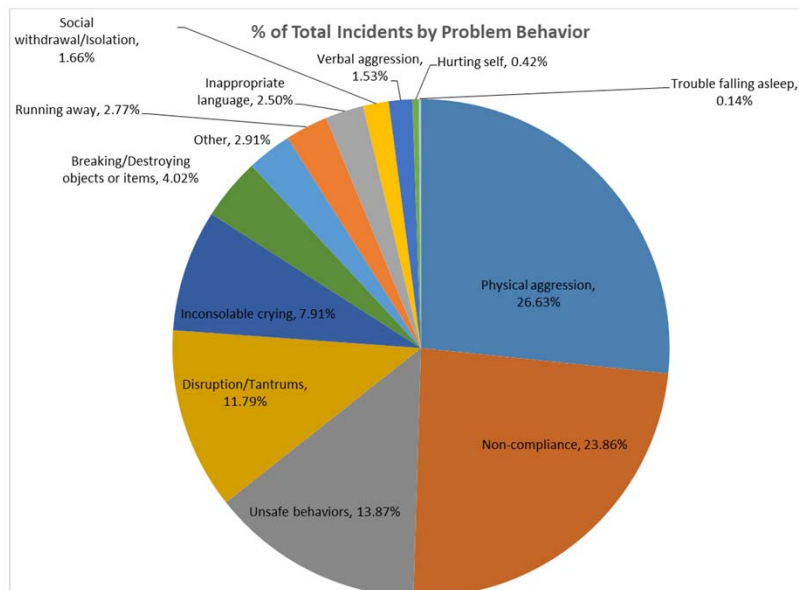


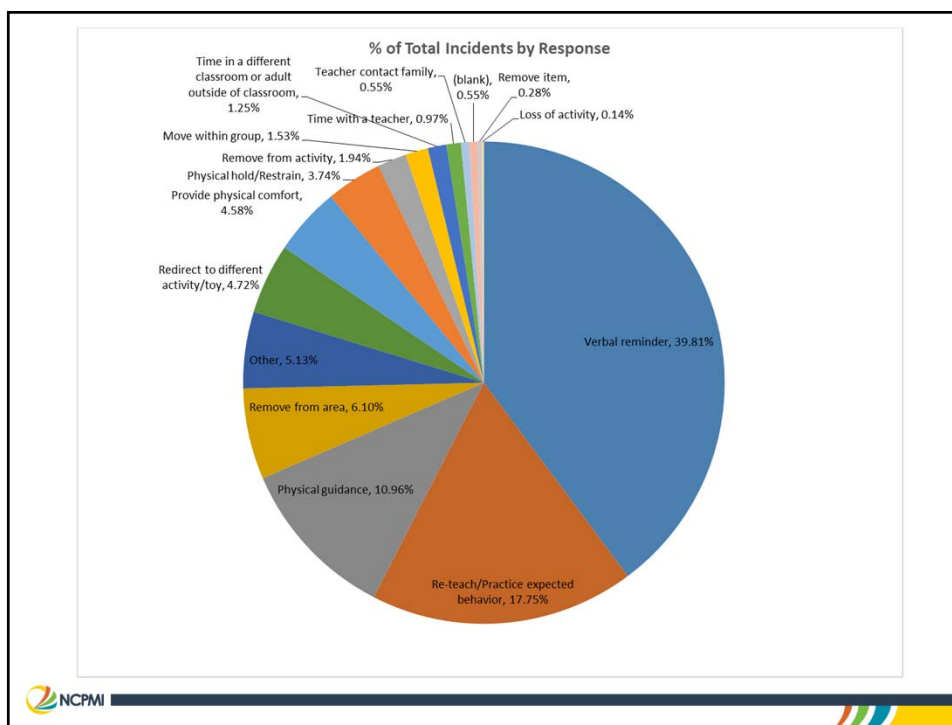
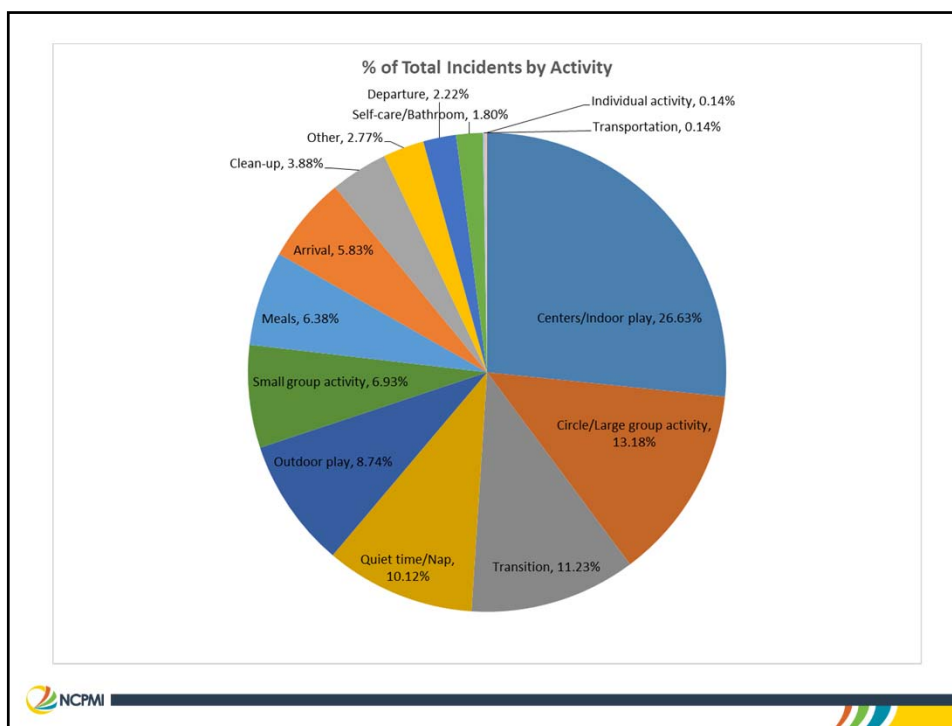
Race/Ethnicity Equity Profile for Incident Frequency						
Report Date:		8/28/2018 11:26				
Back to Program Summary		Guiding Question 1: Are outcomes equitable for all groups?				
	Number of Children Enrolled at the School*	Number of Children in Group Who Received a BIR	Total Number of BIRs from Group	Group's Percent of Enrollment	Child Composition	BIR Ratio
					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
American Indian or Alaskan Native	2	0	0	0.7%	0.0%	0.00
Asian	20	0	0	7.2%	0.0%	0.00
Black or African American	10	1	30	3.6%	2.6%	1.15
Hispanic/Latino	156	29	393	56.5%	76.3%	0.92
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0.0%	N/A
Two or more races	20	0	0	7.2%	0.0%	0.00
White	68	8	298	24.6%	21.1%	2.15
Totals	276	38	721	100.0%		



Equity Alert BIR

- Of the 39 children who received at least one BIR, 76.9% are Hispanic/Latino; this group comprises 56.7% of the total child enrollment.
- Children identified as Hispanic/Latino receive an average of 2.91 BIRs per child.
- Hispanic/Latino children are 2.54 times more likely to have at least one BIR than all other children.
- Of the 722 BIRs generated, 54.4% were attributed to Hispanic/Latino children.
- Of the 135 Hispanic/Latino children, 22.2% have at least one BIR.





Total # of Incidents	Month											
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	



Total # of Incidents		Month										
Child ID		September	October	November	December	January	February	March	April	May	June	Total
C1					2	4		30	83	108	24	251
C32		1	35	22	9	20	14	11	4			116
C39					4	5	39	26	4			78
C40										35	10	45
C38			32									32
C28			7	11	9	3						30
C20		6	3	1			4		1	5	3	23
C7				6	1	5		1				13
C9				3	4	3	2	1				13
C26						1	10					11
C4		3					2	3	2			10
C17		9										9
C35			5		3							8
C29		1	6	1								8
C19			2					5				7
C25		4	1	1								6
C24			1	1					4			6
C23			3		2	1						6
C31							1		4			5
C27							3	2				5
C11		2	3									5
C37						2	2					4
C14						3	1					4
C18				3								3
C3						3						3
C36			3									3
C22						2		1				3

Enrollment Status

Disenrolled

C15

C35

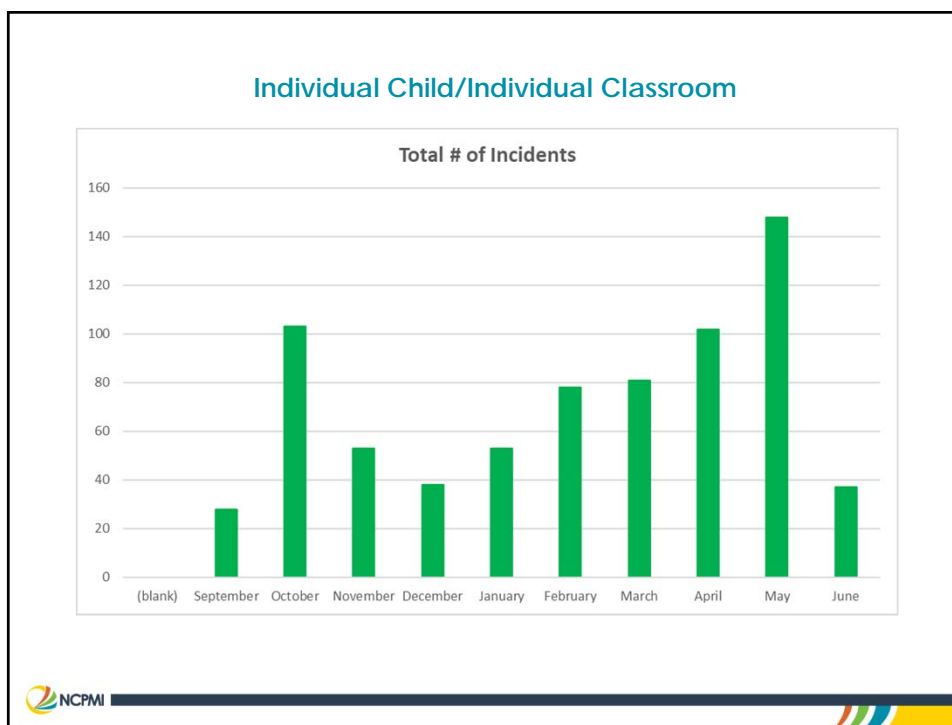
C38

C39

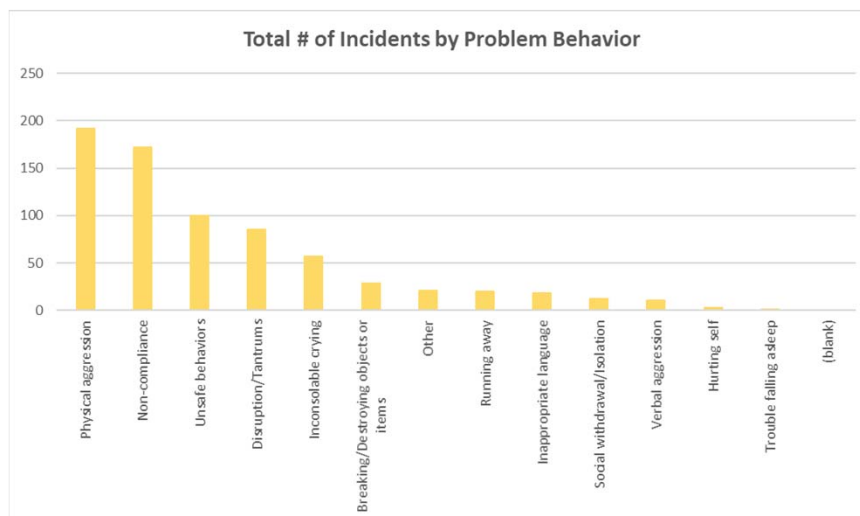


Month September October November December January February March April	Child ID C1 C2 C3 C4 C5 C6 C7 C8	Gender Female Male
DLL DLL Non-DLL	IEP No Yes	Ethnicity Hispanic or Latino/a Not Hispanic or Latino/a
	Race 0 Black or African Americ... White	Enrollment Status Disenrolled Enrolled

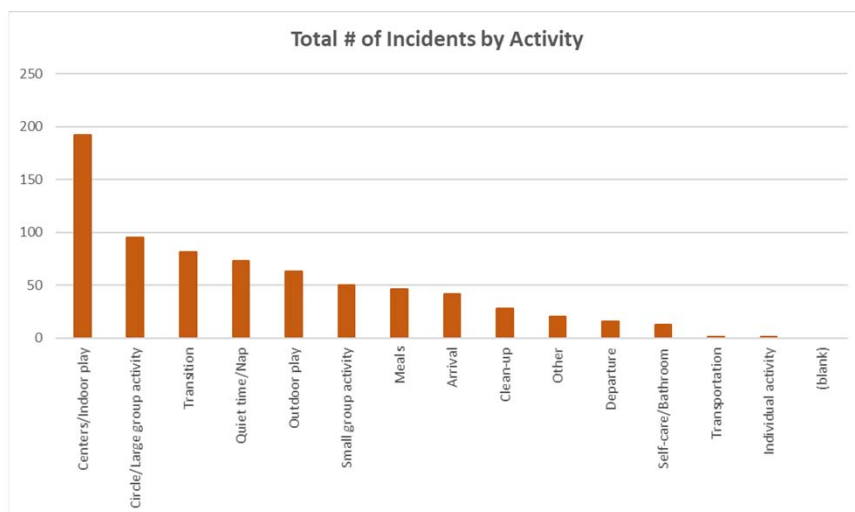
NCPMI



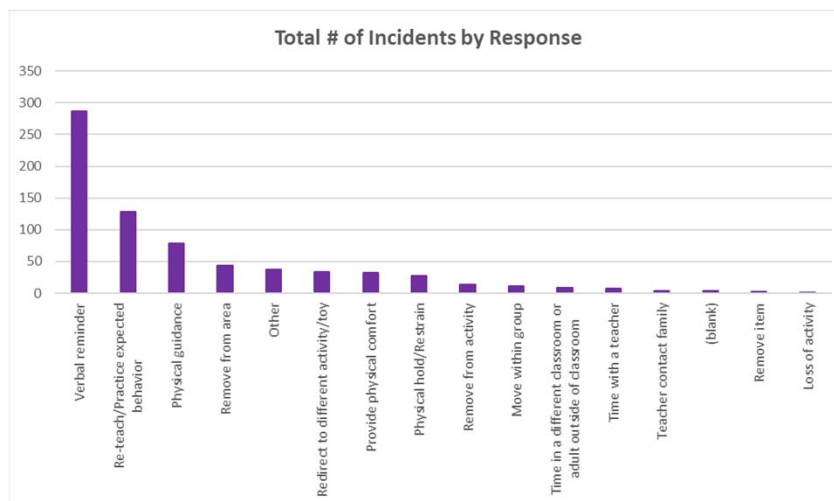
Individual Child/Individual Classroom



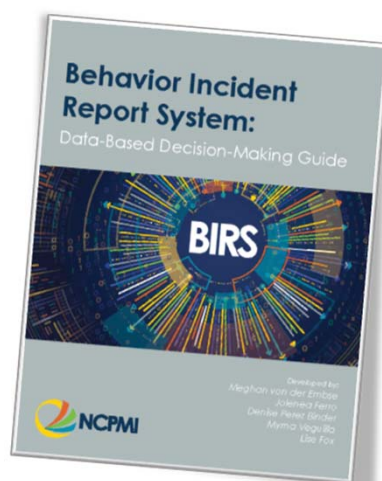
Individual Child/Individual Classroom



Individual Child/Individual Classroom

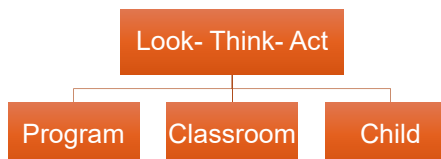


Team Data Analysis

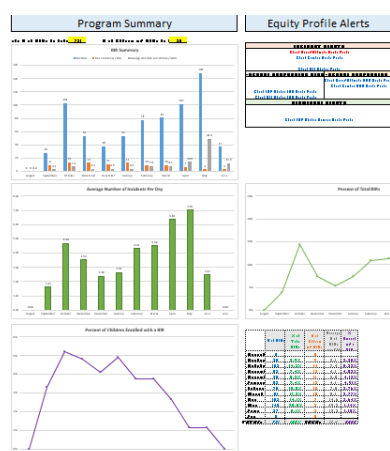


Training teams to have the capacity to:

- Prepare data for monthly meetings
- Know what data to bring to monthly meetings
- Interpret data using summaries and graphs
- Engage in data-based decision making using BIR data



Preparing for Monthly Meeting



Reviewing Program Summary provides ALL this information...



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

Monthly Meeting Preparation: Data Coordinator

1. Review the **Program Level Data** and Review **Big Questions to Answer** for the current month and across time.
2. Complete Think Questions. Be prepared to answer these questions during the meeting.
3. Print off all necessary graphs or prepare to share graphs live during meeting via technology (laptop, projector, smart board, etc.).
4. Prepare a brief data summary for the team that can be easily delivered within agenda time frame. Summarize and highlight the critical elements and focus on the “patterns” and “trends.”

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.

Use of objective data-based decision making

Precision Statements.

- Allow movement from a primary or basic understanding of a situation to a more precise, data-focused understanding
- Primary statements include general descriptor of a concern or a problem
- Precision statements are **objective, data-based** descriptions of an existing problem or current status
- Starts with an overall concern that needs 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 in specific terms, leadership teams can develop data summaries that are **matched** to the guiding questions for problem solving.



Develop a Precision Statement

“The children in our program are aggressive!”

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 develop an action plan.



Use the Look Process to Compile Data

Big Questions	
Behavior	Physical Aggression
Activity	Centers/Indoor Play
Others Involved	Peers
Possible Motivation	Obtain Desired Item
Strategy/Response	Re-teach/Practice Expected Behavior and Verbal Reminder
Administrative Follow-Up	Not Applicable



Use the Think Process to Understand the Data

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
Grand Total	100.00%	192

Of the 17 classrooms, 15 had BIR incidents 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.



Develop a Precision Statement

BIRS are most commonly issued to children for physical aggression in Centers/Indoor Play. Physical aggression occurs most often 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 process, the leadership can develop action items that are directly linked to the data.

Precision
Statement or
Data Summary



Use the Act Process to Identify Actions

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





Culturally Responsive Practices

- Strength-based perspective
- Ways to make what we're already doing better
- Data-based perspective

Quarterly Equity Review

- Use the BIR Data-Based Decision-Making Guide
 1. Is there a problem?
 2. Why is it happening?
 3. Narrow the focus
 4. Team reflection on other variables and need for additional data
 5. Problem solving and action planning



Identify Your Focus

- Review Equity Alert
 - Identify the group with disproportional incident reports
 - How many BIRS
 - Total number of children in the group with at least 1 BIR



Equity Alert BIR

- Nearly 77% of children receiving BIRS are Hispanic/Latino; this group comprises 56.7% of the total child enrollment.
- Hispanic/Latino children are 2.5 times more likely to have at least one BIR than all other children
- 54.4% were attributed to Hispanic/Latino children.
- 22% of Hispanic/Latino children have at least one BIR.



Find Data Patterns

- Problem Behavior
- Activity
- Others involved
- Possible Motivation
- Teacher Response
- Administrative Follow-up

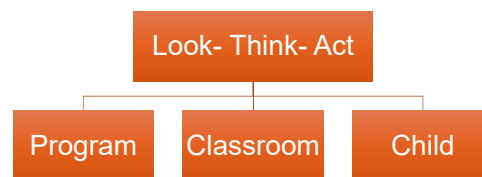


Patterns of BIRS for Hispanic/Latino

- 142 incidents of Physical Aggression (36% of BIRS)
- Occurred in Centers
- With Peers
- To Obtain desired item
- Most common teacher response was to reteach



Dig Deeper



- Are BIRS written in one or a small number of classrooms?
- Are BIRS related to one or a small number of children?



Individual Child

- Is there an individualized intervention, implemented with fidelity?
 - Is it working?
- Consulted with family to identify cultural differences in S/E teaching and expectations?
- Addressed culturally-based communication differences (e.g., phrases).



Individual Classroom

- What are the Teaching Pyramid Observation Tool (TPOT) scores?
- Is the teacher/teacher's receiving coaching
 - Observation
 - Reflection
 - Feedback
- Has this teacher received training in implicit bias and culturally responsive practices?
- Has the PM Coach Equity Guide been completed?



Individual Classroom

- Dig deeper into culturally responsive practices and identify resources with the Coach Equity Guide
- Problem solve with classroom staff – identify practices to implement
- Provide opportunities for staff to observe in other classrooms
- Model culturally responsive practices



- The PM Equity Coaching Guide is a resource for classroom coaches.
- Not an additional fidelity of implementation measure
- Is part of collaborative practice-based coaching process



Pyramid Model Equity Coaching Guide

The Pyramid Model Equity Coaching Guide provides the classroom coach with a reflection tool to examine the implementation of Pyramid Model practices through the lens of culturally responsive practices and identification of implicit bias. The Pyramid Model Equity Coaching Guide is used within the collaborative coaching partnership and ongoing coaching activities to identify when there are equity concerns related to practice implementation.

The tool provides: (1) reflective questions that are used by the coach to identify areas of concern; (2) guidance for identifying the concern and supportive data; (3) links for resources that might be used to address areas of concern; and (4) conversation starters and strategies for supporting the coaches in addressing concerns.

The Pyramid Model Equity Coaching Guide is used by the coach in the following manner:

- Step 1: The coach uses the reflection questions to identify concerns related to culturally responsive practices and implicit bias.
- Step 2: The coach examines all sources of data to develop a comprehensive understanding of the concern or potential issue. The coach defines the issue to be addressed.
- Step 3: The coach identifies resources related to the concerns that might be helpful in guiding the teacher in understanding and addressing the concerns.
- Step 4: The coach uses the Pyramid Model Equity Coaching Guide in a reflection and feedback session with the teacher to initiate a process for creating an action plan to address the concerns.

The tool can be used at any point during the practice-based coaching process, but should only be used after assessing classroom practices with the Teaching Pyramid Observation Tool (TPOT). The TPOT provides the coach with a comprehensive assessment of Pyramid Model practice implementation and the Pyramid Model Equity Coaching Guide examines the implementation of those practices through an equity lens. In addition to the TPOT, the coach might use other data sources in the identification of concerns. These data sources might include Behavior Incident Report (BIR) summaries at the program and classroom level, direct observations of classroom interactions, review of records and classroom products, and other forms of data related to classroom practice (e.g., ECERS, CLASS).

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Equity Coaching Guide

- *Used by the classroom coach:*
 - After assessing classroom practices with TPOT
 - After establishing a strong collaborative coaching partnership
 - After coach has conducted observations
 - As part of data review about classroom practices
 - BIR summaries
 - Classroom products and records
 - Other data related to classroom practices (e.g., ECERS, CLASS)



Equity Coaching Guide Four Step Process

1. Coach Reflection on Observed Practices
2. Data-informed Issue Identification
3. Identification of Professional Development Resources
4. Reflection and Feedback Session to Identify Action Plan with Teacher



Program-wide

- Use EC PW-Benchmarks of Quality (EC-BOQ) Cultural Responsiveness Companion
 - Questions tied to and expand implementation BOQ
 - Resources for each question
 - Appendix with additional resources
- Use PM Coach Equity Guide across classrooms
- Increase opportunities for family and community involvement
- Ensure training in CRP for all staff
- Share data with staff and brainstorm ways to improve



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