



National Center for  
**Pyramid Model  
INNOVATIONS**

# **Behavior Incident Report System (BIRS) Data Entry Guide**

Revised 08-2020

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



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## Overview

The Behavior Incident Report System (BIRS) provides early care and education programs and classrooms with a system to collect and analyze behavior incidents in their program. The system provides an efficient mechanism for gathering information on elements related to behavior incidents that can be used analytically to make decisions about providing supports to teachers and children within the program. Teachers within programs collect data on behavior incidents that are not developmentally normative or are a cause of concern to the teacher. These data are summarized monthly to provide formative data for examining factors related to behavior incidents (child, teacher, activity, behavior type, behavior motivation, and responses to the behavior). In addition, these data provide summative information on the frequency of behavior incidents over time and an analyses of potential equity issue by calculating disproportionality related to race, ethnicity, IEP status, gender, and dual language learner status.

## Getting Started

### Program Information

Before you begin entering data, complete the demographics in the Program Information tab. This tab should be updated monthly.

Enter the program name and school year.

Next, enter classroom information. Enter the lead teacher's name followed by the Classroom ID. Incidents will be identified by the Classroom ID, not a teacher ID. Enter the total number of students enrolled in the classroom by month. If a student withdraws from the classroom at any time, do not delete them from the count for that month. The totals across classrooms will automatically update as you enter the data for each classroom.

For each month, enter enrollment by:

- Ethnicity
- Race
- Gender
- IEP status
- DLL status

Make sure your total for the month matches the classroom enrollment total. For Gender you only need to enter the total number of female students. The number of male students will automatically calculate based on the total enrollment for that month minus the total number of female students you entered. For IEP and DLL status, you only need to enter how many children have an IEP and are DLL. Excel will automatically calculate how many children do not have an IEP and are not DLL.

Last, enter the number of school days per month.

Program Name: Test Site		Program Demographics											
School Year: 2018-2019													
Teacher Name	Classroom ID	August	September	October	November	December	January	February	March	April	May	June	July
	22	0	8	8	8	8	8	8	8	8	8	8	8
	23	0	10	10	10	10	10	10	10	10	10	10	10
	24	0	10	10	10	10	10	10	10	10	10	10	10
	25	0	10	10	10	10	10	10	10	10	10	10	10
	26	0	7	7	7	7	7	7	7	7	7	7	7
	27	0	8	8	8	8	8	8	8	8	8	8	8
	28	0	9	9	9	9	9	9	9	9	9	9	9
	29	0	8	8	8	8	8	8	8	8	8	8	8
	30	0	10	10	10	10	10	10	10	10	10	10	10
Total		0	273	268	269	267	265	266	265	265	264	260	0
Enrollment by Ethnicity		August	September	October	November	December	January	February	March	April	May	June	July
Hispanic or Latino of any race		0	155	155	156	156	155	155	155	155	154	150	
Not Hispanic or Latino		0	118	113	113	111	110	111	110	110	110	110	0
Total		0	273	268	269	267	265	266	265	265	264	260	0
Enrollment by Race		August	September	October	November	December	January	February	March	April	May	June	July
American Indian or Alaskan Native		0	2	2	2	2	2	2	2	2	2	2	
Asian		0	19	18	19	19	19	19	19	19	19	19	
Black or African American		0	10	10	10	10	10	10	10	10	10	10	
Native Hawaiian or Other Pacific Islander		0	0	0	0	0	0	0	0	0	0	0	
Two or more races		0	20	20	19	19	18	18	18	18	18	18	
White		0	67	63	63	61	61	62	61	61	61	61	
Total		0	118	113	113	111	110	111	110	110	110	110	0
Enrollment by Gender		August	September	October	November	December	January	February	March	April	May	June	July
Female		0	133	130	131	131	130	130	130	130	130	127	
Male		0	140	138	138	136	135	136	135	135	134	133	0
Total		0	273	268	269	267	265	266	265	265	264	260	0
Enrollment by IEP Status		August	September	October	November	December	January	February	March	April	May	June	July
Yes		0	41	38	38	38	38	38	38	38	38	38	
No		0	232	230	231	229	227	228	227	227	226	222	0
Total		0	273	268	269	267	265	266	265	265	264	260	0
Enrollment by DLL		August	September	October	November	December	January	February	March	April	May	June	July
DLL		0	115	111	109	109	110	110	110	110	110	110	
Non-DLL		0	158	157	160	158	155	156	155	155	154	150	0
Total		0	273	268	269	267	265	266	265	265	264	260	0
Number of School Days per Month		August	September	October	November	December	January	February	March	April	May	June	July
Total # of Days		0	17	22	15	16	20	18	18	16	21	15	

These totals should all be the same.

## Child Enrollment

A child must first be entered on the Child enrollment tab before a BIR can be entered. *You do not need to enroll every child in the program. You should only enroll a child the first time a BIR is completed for him/her.* Enter the child's name, unique child ID (which will be used on any subsequent BIR forms), gender, DLL status, IEP status (yes, they have an IEP or no, they do not), ethnicity, race, and enrollment status. You can also add notes about the child if you wish (i.e., date of first enrollment, classroom switches, disenrollment date, etc.). If a child switches classroom, they do not need to be enrolled again. Also, if a child is Hispanic or Latino, you do not need to enter their race. For BIR calculation purposes, Hispanic or Latino children of any race are only counted by their ethnicity; they are not counted by their race. In other words, a Hispanic or Latino child who identifies as Black or African American will only count as being Hispanic or Latino of any race, they will not count towards the total number of Black or African American children.

*Please note: If you have more than 175 unique children with behavior incidents, please email [vequilla@usf.edu](mailto:vequilla@usf.edu) as the file will need to be adjusted to accommodate more children.*

## Behavior Incident Report System (BIRS) Data Entry Guide

Child Name	Child ID	Gender	DLL Status	IEP	Ethnicity	Race	Enrollment Status	Notes (if disenrolled, include date here)
	C1	Male	Non-DLL	Yes	Not Hispanic or Latino	White	Enrolled	
	C2	Male	Non-DLL	Yes	Not Hispanic or Latino	White	Enrolled	
	C3	Female	Non-DLL	Yes	Hispanic or Latino of any race		Enrolled	
	C4	Male	Non-DLL	Yes	Hispanic or Latino of any race		Enrolled	
	C5	Female	Non-DLL	Yes	Hispanic or Latino of any race		Enrolled	
	C6	Female	Non-DLL	No	Hispanic or Latino of any race		Enrolled	
	C7	Female	Non-DLL	No	Hispanic or Latino of any race		Enrolled	
	C8	Female	DLL	No	Hispanic or Latino of any race		Enrolled	
	C9	Male	Non-DLL	No	Not Hispanic or Latino	White	Enrolled	
	C10	Male	Non-DLL	No	Hispanic or Latino of any race		Enrolled	
	C11	Male	DLL	No	Hispanic or Latino of any race		Enrolled	
	C12	Male	Non-DLL	No	Hispanic or Latino of any race		Enrolled	
	C13	Female	DLL	No	Hispanic or Latino of any race		Enrolled	
	C14	Male	Non-DLL	No	Not Hispanic or Latino	White	Enrolled	
	C15	Male	Non-DLL	No	Hispanic or Latino of any race		Disenrolled	
	C16	Female	Non-DLL	No	Hispanic or Latino of any race		Enrolled	
	C17	Male	DLL	No	Hispanic or Latino of any race		Enrolled	
	C18	Female	DLL	No	Hispanic or Latino of any race		Enrolled	
	C19	Male	Non-DLL	No	Hispanic or Latino of any race		Enrolled	
	C20	Male	DLL	No	Not Hispanic or Latino	White	Enrolled	
	C21	Male	Non-DLL	No	Not Hispanic or Latino	White	Enrolled	
	C22	Male	Non-DLL	No	Hispanic or Latino of any race		Enrolled	
	C23	Male	Non-DLL	No	Hispanic or Latino of any race		Enrolled	
	C24	Female	Non-DLL	No	Hispanic or Latino of any race		Enrolled	
	C25	Male	DLL	No	Hispanic or Latino of any race		Enrolled	
	C26	Female	DLL	No	Hispanic or Latino of any race		Enrolled	
	C27	male	Non-DLL	No	Hispanic or Latino of any race		Enrolled	
	C28	Male	Non-DLL	No	Not Hispanic or Latino	Black or African American	Enrolled	
	C29	Male	DLL	No	Hispanic or Latino of any race		Enrolled	
	C30	Male	Non-DLL	No	Hispanic or Latino of any race		Enrolled	
	C31	Male	DLL	No	Hispanic or Latino of any race		Enrolled	
	C32	Male	Non-DLL	No	Hispanic or Latino of any race		Enrolled	
	C33	Female	Non-DLL	No	Not Hispanic or Latino	White	Enrolled	
	C34	Male	Non-DLL	No	Hispanic or Latino of any race		Enrolled	
	C35	Male	DLL	No	Hispanic or Latino of any race		Disenrolled	
	C36	Female	DLL	No	Not Hispanic or Latino	White	Enrolled	
	C37	Male	Non-DLL	No	Hispanic or Latino of any race		Enrolled	
◀ ▶	Instructions	Data Entry & Quality Checklist	Program Information	Child Enrollment	BiR Data Entry	Program Summary	Monthly BiRs by Classroom ID	More

## Data

The Data tab is your main data entry tab for recording behavior incidents. Once a classroom is enrolled and a child is enrolled, you can begin to enter incidents. Each row represents a unique incident in the classroom.

Classroom ID	Child ID	Month	Date	Time	Problem Behavior	Activity	Others Involved	Possible Motivation	Strategy/Response (most intrusive)	Administrative Follow-Up (most intrusive)
15	C17	September	9/6/17	11:30 AM	Physical aggression	Circle/Large group activity	Teacher	Don't know	Verbal reminder	Sent home for 1 or more days
15	C17	September	9/6/17	2:30 PM	Physical aggression	Departure	Assistant Teacher	Gain adult attention/Comfort	Remove from area	Sent home for remainder of day
9	C4	September	9/7/17	10:52 AM	Disruption/Tantrums	Centers/Indoor play	Teacher	Obtain desired activity	Verbal reminder	Temporary removal from classroom
9	C4	September	9/7/17	10:26 AM	Physical aggression	Centers/Indoor play	Teacher	Obtain desired activity	Redirect to different activity/Toy	Dismissal from program
9	C4	September	9/7/17	10:45 AM	Physical aggression	Centers/Indoor play	Assistant Teacher	Obtain desired item	Remove from activity	Not Applicable
15	C17	September	9/11/17	11:07 AM	Non-compliance	Circle/Large group activity	Teacher	Avoid task	Verbal reminder	Not Applicable
15	C17	September	9/11/17	11:09 AM	Physical aggression	Clean-up	Teacher	Avoid task	Re-teach/Practice expected behavior	Not Applicable
15	C17	September	9/11/17	11:45 AM	Physical aggression	Transition	Teacher	Avoid task	Physical hold/restrain	Not Applicable
15	C17	September	9/11/17	12:06 PM	Non-compliance	Transition	Teacher	Don't know	Redirect to different activity/Toy	Not Applicable
7	C20	September	9/13/17	12:23 PM	Unusual behaviors	Self-care/Bathroom	Peers	Don't know	Remove from area	Not Applicable
15	C2	September	9/14/17	11:50 AM	Physical aggression	Transition	Peers	Don't know	Re-teach/Practice expected behavior	Not Applicable
15	C17	September	9/18/17	12:40 PM	Physical aggression	Quiet time/nap	Peers	Gain peer attention	Verbal reminder	Not Applicable
15	C17	September	9/19/17	12:30 PM	Physical aggression	Transition	Peers	Gain peer attention	Verbal reminder	Not Applicable
14	C11	September	9/19/17	1:00 PM	Non-compliance	Quiet time/nap	Teacher	Avoid task	Verbal reminder	Not Applicable
14	C25	September	9/19/17	2:30 PM	Disruption/Tantrums	Circle/Large group activity	Teacher	Gain adult attention/Comfort	Verbal reminder	Not Applicable
17	C20	September	9/19/17	10:45 AM	Physical aggression	Transition	Peers	Don't know	Remove from area	Not Applicable
7	C20	September	9/20/17	9:50 AM	Disruption/Tantrums	Transition	None	Avoid task	Remove from area	Arrange behavioral consultation/team
7	C20	September	9/20/17	12:30 PM	Disruption/Tantrums	Self-care/Bathroom	Assistant Teacher	Gain adult attention/Comfort	Verbal reminder	Not Applicable
14	C25	September	9/20/17	1:50 PM	Disruption/Tantrums	Transition	Assistant Teacher	Gain adult attention/Comfort	Verbal reminder	Not Applicable
15	C3	September	9/20/17	12:10 PM	Physical aggression	Outdoor play	Peers	Obtain desired activity	Re-teach/Practice expected behavior	Not Applicable
12	C32	September	9/25/17	11:00 AM	Physical aggression	Outdoor play	Peers	Obtain desired item	Remove from area	Not Applicable
7	C20	September	9/26/17	2:25 PM	Disruption/Tantrums	Transition	None	Obtain desired item	Verbal reminder	Not Applicable
11	C29	September	9/27/17	12:45 PM	Non-compliance	Quiet time/nap	Teacher	Gain adult attention/Comfort	Physical guidance	Not Applicable
14	C25	September	9/27/17	1:10 PM	Non-compliance	Quiet time/nap	Teacher	Avoid task	Verbal reminder	Not Applicable
14	C25	September	9/27/17	12:20 PM	Non-compliance	Transition	Teacher	Gain adult attention/Comfort	Verbal reminder	Not Applicable
7	C20	September	9/28/17	2:30 PM	Disruption/Tantrums	Transition	None	Obtain desired activity	Verbal reminder	Not Applicable
4	C11	September	9/29/17	12:45 PM	Disruption/Tantrums	Quiet time/nap	Teacher	Avoid task	Physical guidance	Not Applicable
4	C11	October	10/2/17	9:00 AM	Running away	Arrival	Assistant Teacher	Avoid task	Physical guidance	Not Applicable
4	C11	October	10/2/17	9:50 AM	Incomprehensible crying	Circle/Large group activity	Teacher	Gain adult attention/Comfort	Remove from activity	Not Applicable
15	C17	September	10/2/17	2:45 PM	Physical aggression	Departure	Peers	Gain peer attention	Re-teach/Practice expected behavior	Not Applicable
7	C20	October	10/3/17	11:45 AM	Disruption/Tantrums	Transition	None	Obtain desired activity	Verbal reminder	Not Applicable
7	C20	October	10/3/17	12:10 PM	Disruption/Tantrums	Transition	Assistant Teacher	Obtain desired item	Verbal reminder	Not Applicable
11	C8	October	10/3/17	11:01 PM	Non-compliance	Quiet time/nap	Teacher	Quiet time/nap	Physical guidance	Not Applicable
12	C32	October	10/3/17	2:30 PM	Physical aggression	Centers/Indoor play	Peers	Gain peer attention	Remove from activity	Not Applicable
6	C19	October	10/4/17	9:30 AM	Physical aggression	Circle/Large group activity	Peers	Don't know	Re-teach/Practice expected behavior	Contact family
11	C8	October	10/4/17	1:35 PM	Unusual behaviors	Quiet time/nap	Teacher	Avoid task	Physical guidance	Not Applicable
12	C38	October	10/5/17	10:50 AM	Physical aggression	Transition	Teacher	Avoid task	Physical guidance	Not Applicable
12	C32	October	10/5/17	2:00 PM	Physical aggression	Centers/Indoor play	Peers	Other	Remove from area	Not Applicable
8	C20	October	10/6/17	9:50 AM	Physical aggression	Circle/Large group activity	Peers	Obtain desired item	Re-teach/Practice expected behavior	Not Applicable
14	C25	October	10/9/17	12:00 PM	Physical aggression	Centers/Indoor play	Teacher	Avoid task	Remove from area	Not Applicable
4	C11	October	10/10/17	11:30 AM	Incomprehensible crying	Circle/Large group activity	Assistant Teacher	Avoid task	Remove from area	Not Applicable

## Behavior Incident Report System (BIRS) Data Entry Guide

In the dropdown for Classroom ID, select the ID for the classroom. *You may need to scroll up to find the ID.* Do the same for the Child ID.

*If you cannot find the ID for the classroom or the child, refer to the Program Information tab to make sure the teacher has been enrolled and that the right classroom ID has been recorded on the paper form. If you cannot find the child ID, refer to the Child Enrollment tab to make sure the child has been enrolled and that the right child ID has been recorded on the paper form.*

Select the month the incident occurred by looking at the date on the BIR form. Next, enter the date in m/d/yy format. Enter the time the incident occurred. The time should be entered in 24-hour format; however, you can enter the time in 12 hour format and enter AM or PM after the time. For example, if it is “10:20 AM”, you can simply enter “10:20.” If it is “1:30 PM”, you can either enter “13:30” or “1:30 PM.” Entering “10:20AM” without a space in between the time and the time period will result in incorrect data.

Next, select the most intrusive problem behavior, the activity, and others involved. If there is more than one person involved, the form should indicate which person was directly affected by the student’s behavior, not who was merely present. Select the possible motivation, the response, and the administrative follow-up (if any).

Do not leave cells blank. Each category has either a “Don’t Know,” “None,” or “Not Applicable” option you can select. Leaving cells blank results in incorrect data.

At the end of the record, you may enter notes if you wish.

TIP: if you have many BIRs to enter, you may consider turning off automatic calculation until you are done with data entry. To do this, go to the Formulas tab, Calculation Options (small calculator) and select Manual. When you are done with entry, do the same but select Automatic.

The screenshot shows the Microsoft Excel interface with the 'Formulas' tab selected. The 'Calculation Options' button, which looks like a small calculator icon, is highlighted with a red box. Below the ribbon, a table of incident data is visible. An orange text box is overlaid on the bottom right of the table area.

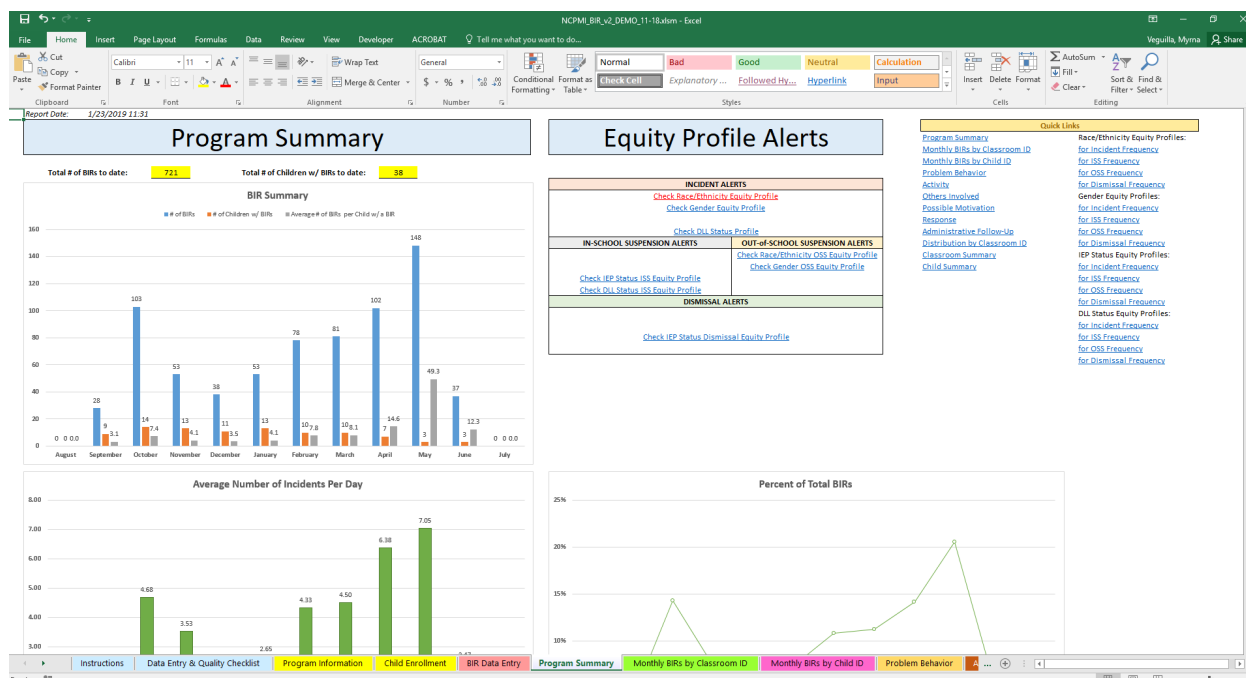
Classroom ID	Child ID	Month	Date	Time	Problem Behavior	Activity	Others Involved	PO
15	C17	September	9/6/17	11:10 AM	Physical aggression	Circle/Large group activity	Teacher	Don't kn
15	C17	September	9/6/17	2:50 PM	Physical aggression	Departure	Assistant Teacher	Gain ad
9	C4	September	9/7/17	10:52 AM	Disruption/Tantrums			
9	C4	September	9/7/17	10:20 AM	Physical aggression			
9	C4	September	9/7/17	10:45 AM	Physical aggression			
15	C17	September	9/11/17	11:07 AM	Non-compliance			
15	C17	September	9/11/17	11:05 AM	Physical aggression			

Select Manual when entering data, and then remember to go back and select Automatic when you

## Program Summary

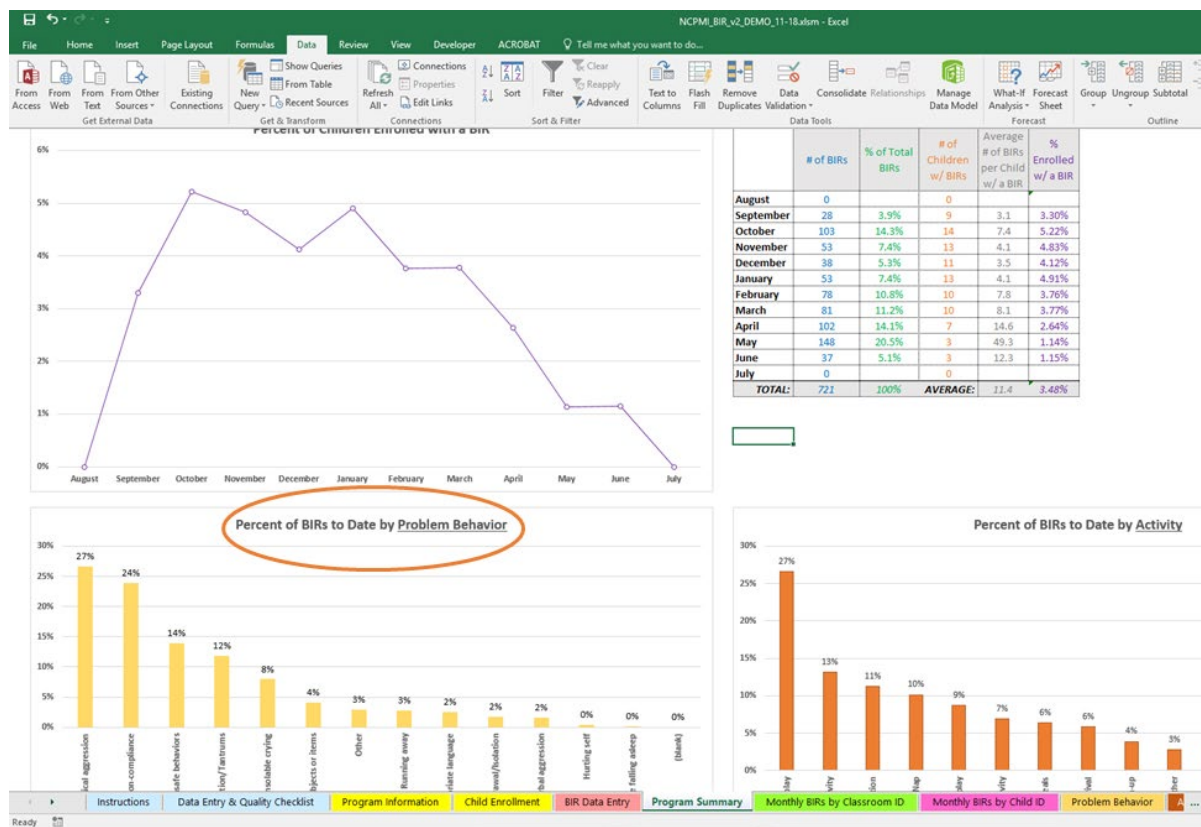
The Program Summary tab provides an overview of the behavior incidents in the program as well as any alerts regarding disproportionality.

# Behavior Incident Report System (BIRS) Data Entry Guide



You do not need to input anything into this tab. However, before looking at data, the user should update the charts. To update your charts, go to the Data tab on the Excel ribbon and select Refresh All.

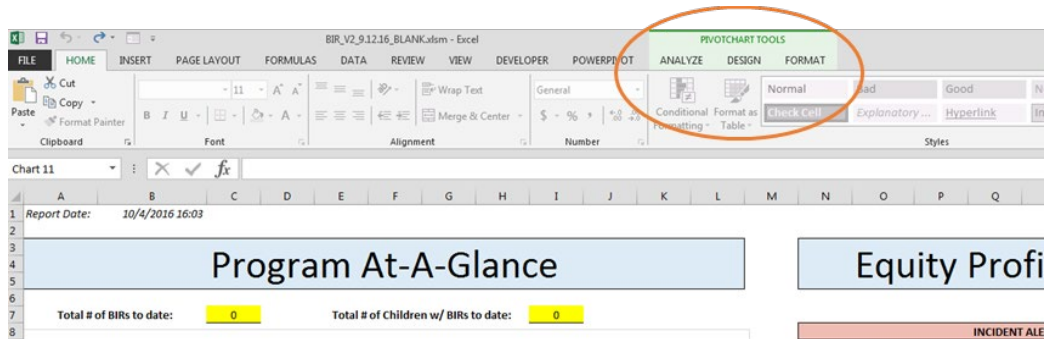
Alternatively, you can scroll down to the Percent of BIRs to Date by Problem Behavior chart on this tab.



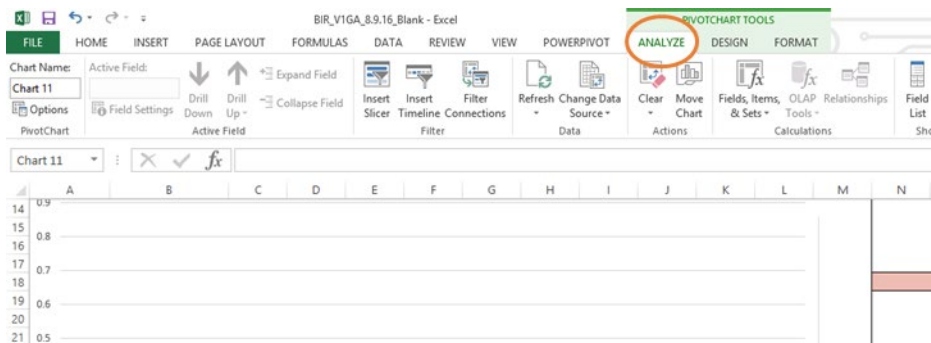


## Behavior Incident Report System (BIRS) Data Entry Guide

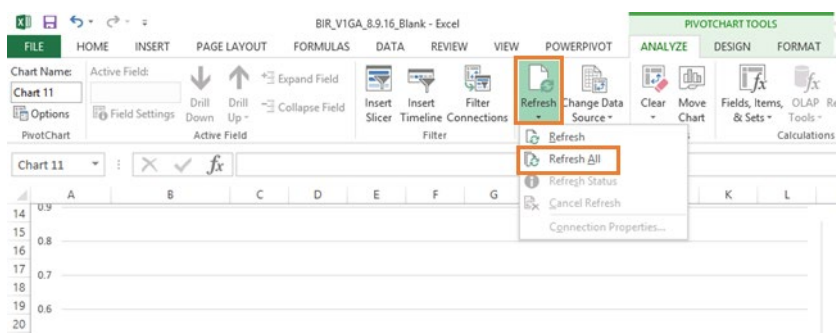
Click on the chart and a new tab will appear on the ribbon. This tab is called “PIVOT CHART TOOLS.”



Select “ANALYZE.”



Select “Refresh.” Select “Refresh All.”

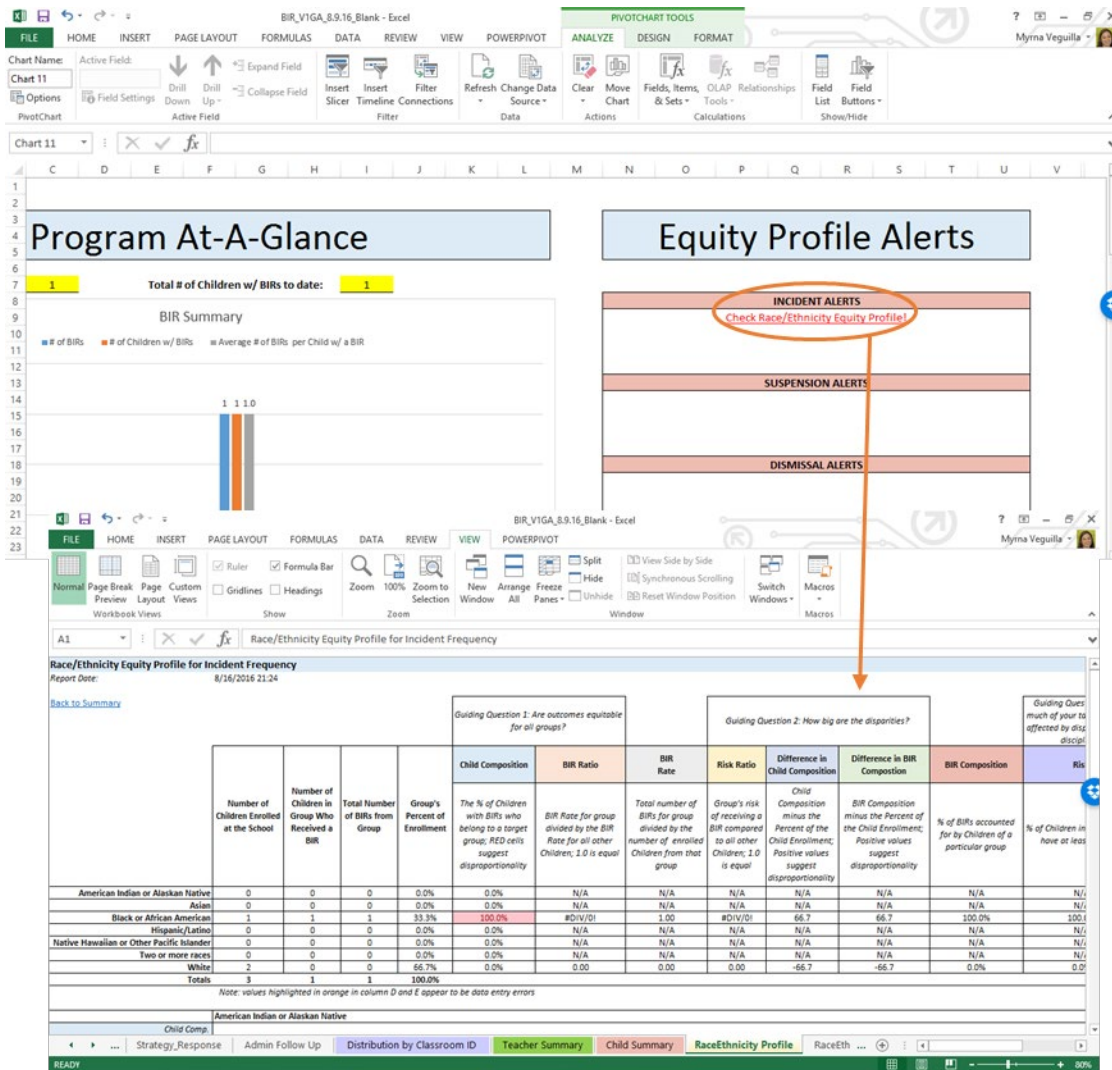


Please note that it may take a few minutes for all of the charts to update. *Scroll down to see the remaining At-A-Glance charts.*



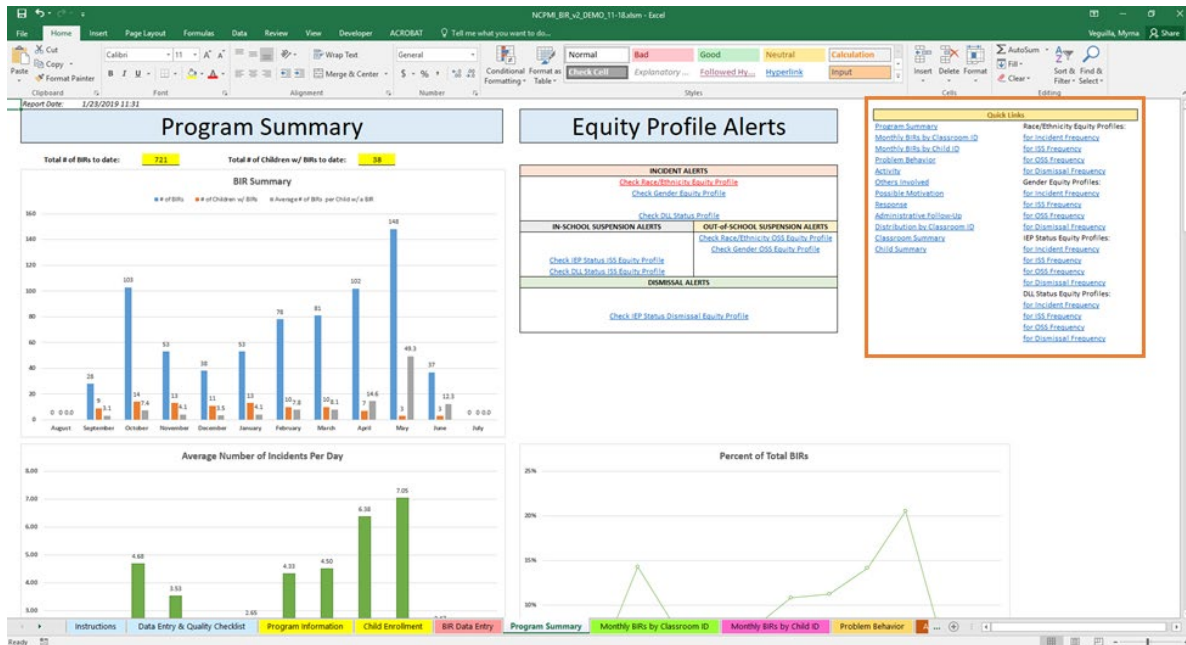
## Equity Profile Alerts

If there is any possible disproportionality requiring further analyses, a statement alerting the user will be displayed under the Equity Profile Alerts heading. Click on the alert to go to the tab that will give you more information regarding the alert. Please note: the color of the alert does not have a meaning. It is simply a hyperlink blue or might be color red.



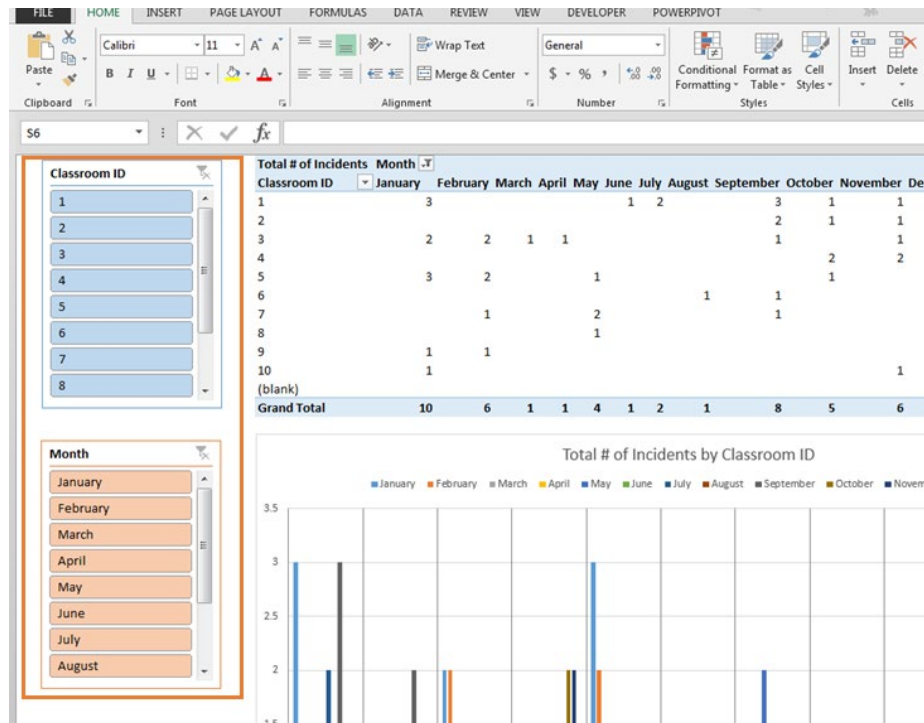
## Quick Links

Quick links are located to the right of the Equity Alerts. These links will take you to different tabs in the workbook. You can click on any of these links to quickly get to that tab.



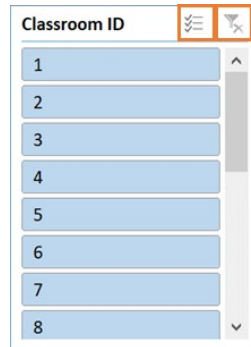
## Monthly BIRs by Classroom ID

On this tab you will have the option of looking at the total number of incidents by classroom ID. On the left-hand side there are 2 options for filtering data. You can filter by Classroom ID, by Month, or by both.



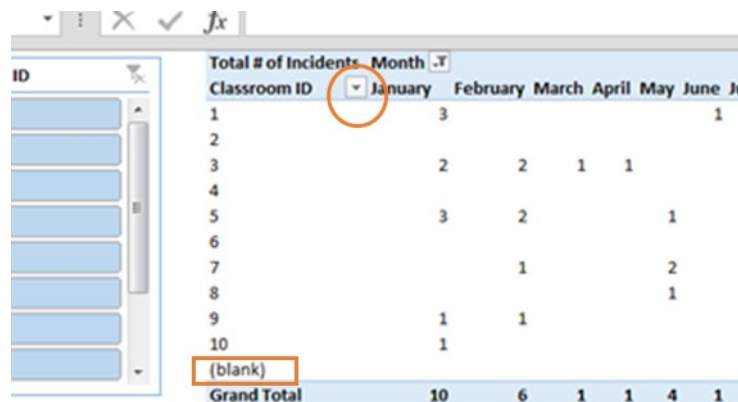
## Behavior Incident Report System (BIRS) Data Entry Guide

To select a classroom, click on the classroom ID. If you wish to select more than one classroom, hold down the Ctrl key on your keyboard and click on the other ID or IDs to also select. If you clicked on the incorrect ID, click on the ID again. If you would like to remove all of your filters to show all, click on the filter icon at the top of the selection window.

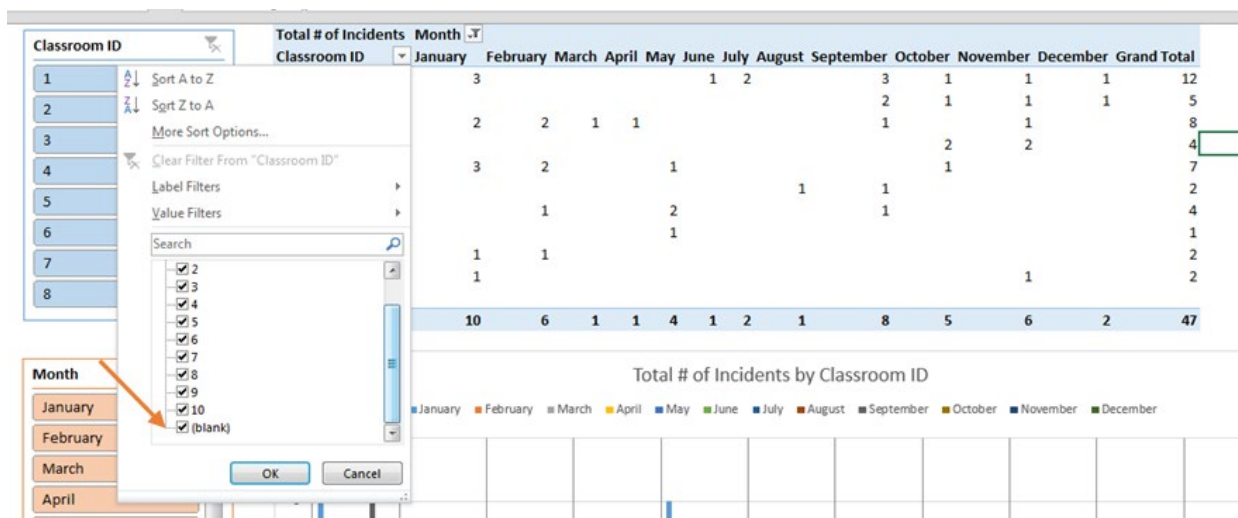


Alternatively, you can also click on the icon next to the filter icon and then select and deselect your options.

If your chart shows “(blank)” as a Classroom ID option, you can remove this by going to the down arrow at the top of your chart by the Classroom ID and unchecking the box labeled “(blank).” After you uncheck, click OK.



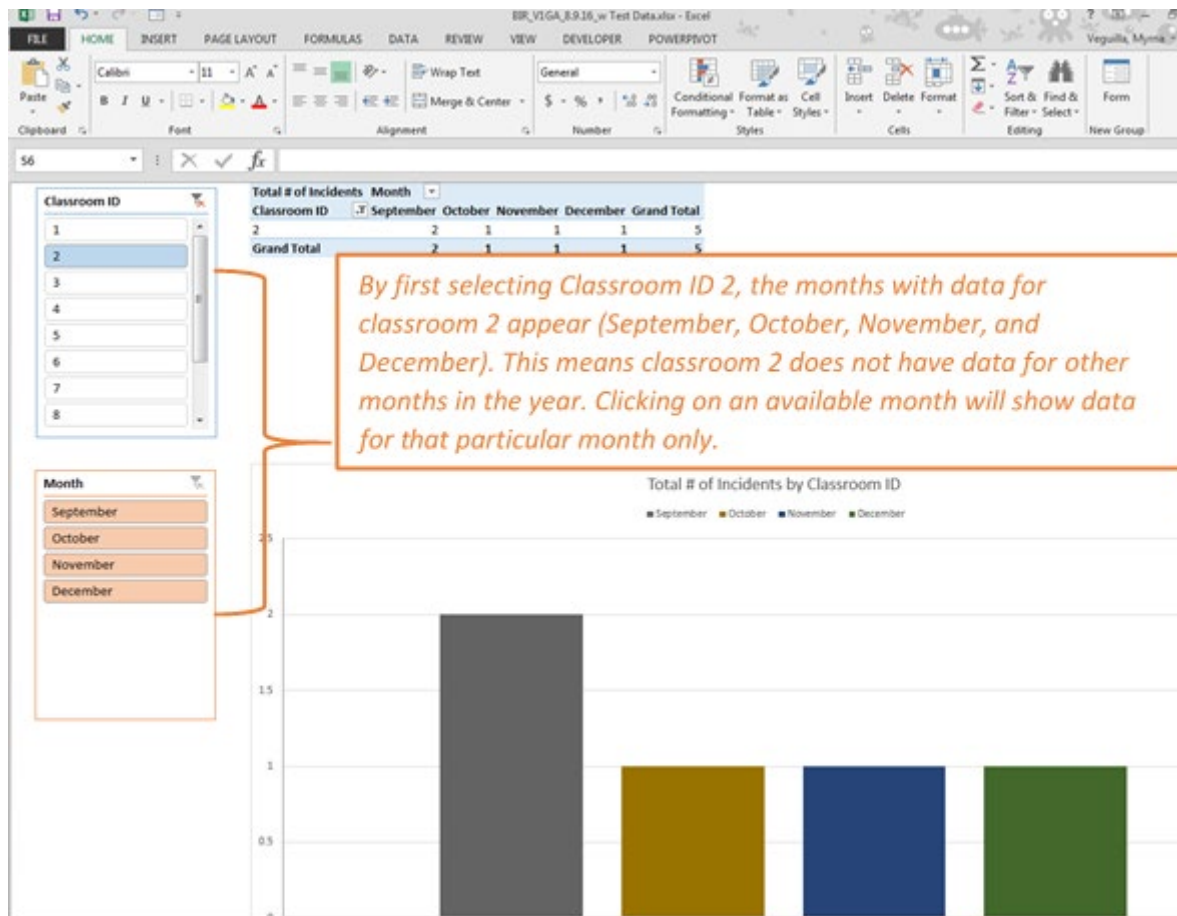
Classroom ID	January	February	March	April	May	June	July	August	September	October	November	December	Grand Total
1	3					1							4
2													
3		2	2	1	1								6
4													
5		3	2			1							6
6													
7			1			2							3
8						1							1
9		1	1										2
10		1											1
(blank)													
Grand Total	10	6	1	1	4	1							23



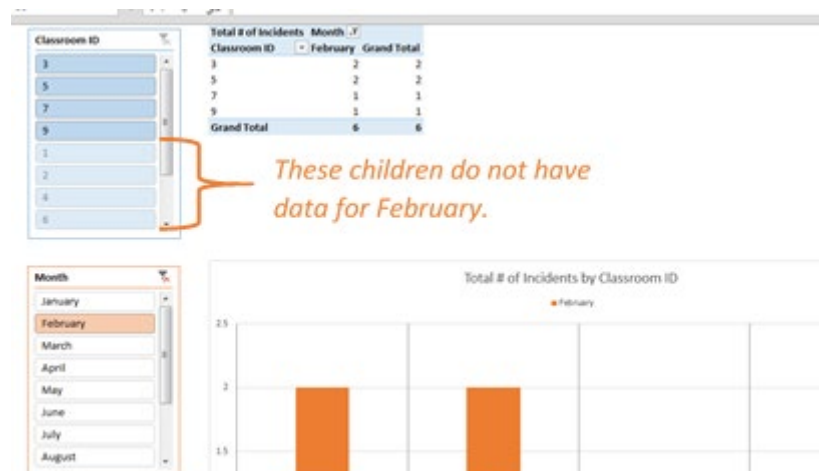
Classroom ID	January	February	March	April	May	June	July	August	September	October	November	December	Grand Total
1	3					1	2			3	1	1	12
2										2	1	1	5
3	2	2	1	1						1		1	8
4	3	2			1					2	2		10
5								1	1				2
6			1		2				1				4
7					1								1
8	1	1											2
9											1		1
10													
(blank)													
Grand Total	10	6	1	1	4	1	2	1	8	5	6	2	47

## Behavior Incident Report System (BIRS) Data Entry Guide

As you filter by Classroom ID the ability to filter by month updates. The Month filter will update based on availability of data based on the Classroom ID option(s) you select. Only months for which there are data will be available for further selection.

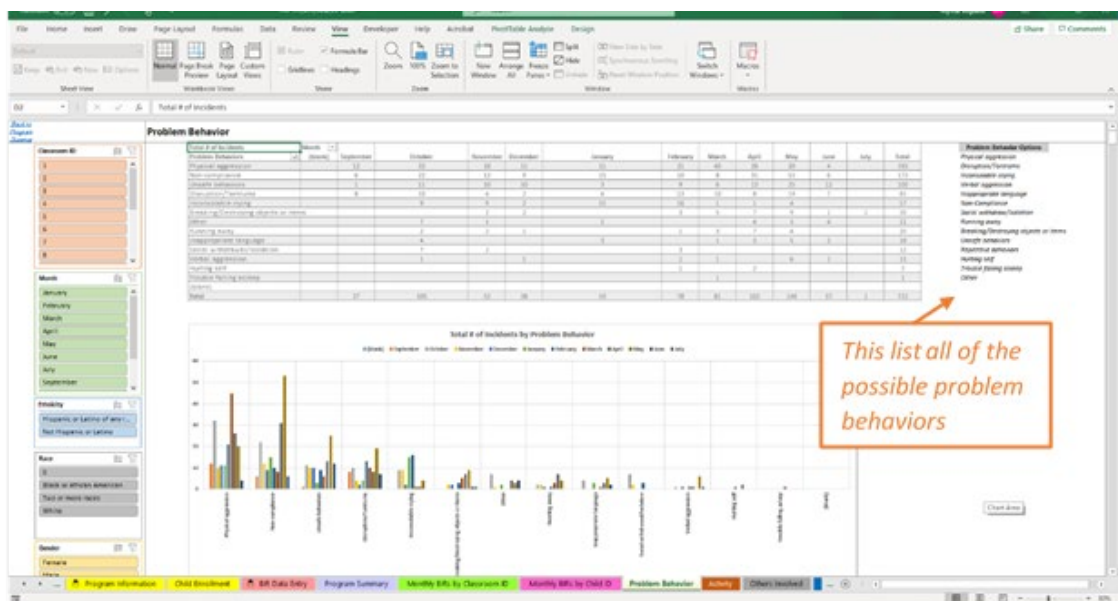


If you filter by month first, the classroom IDs that do not have data in that particular month will be a lighter color blue. You will be unable to select these.

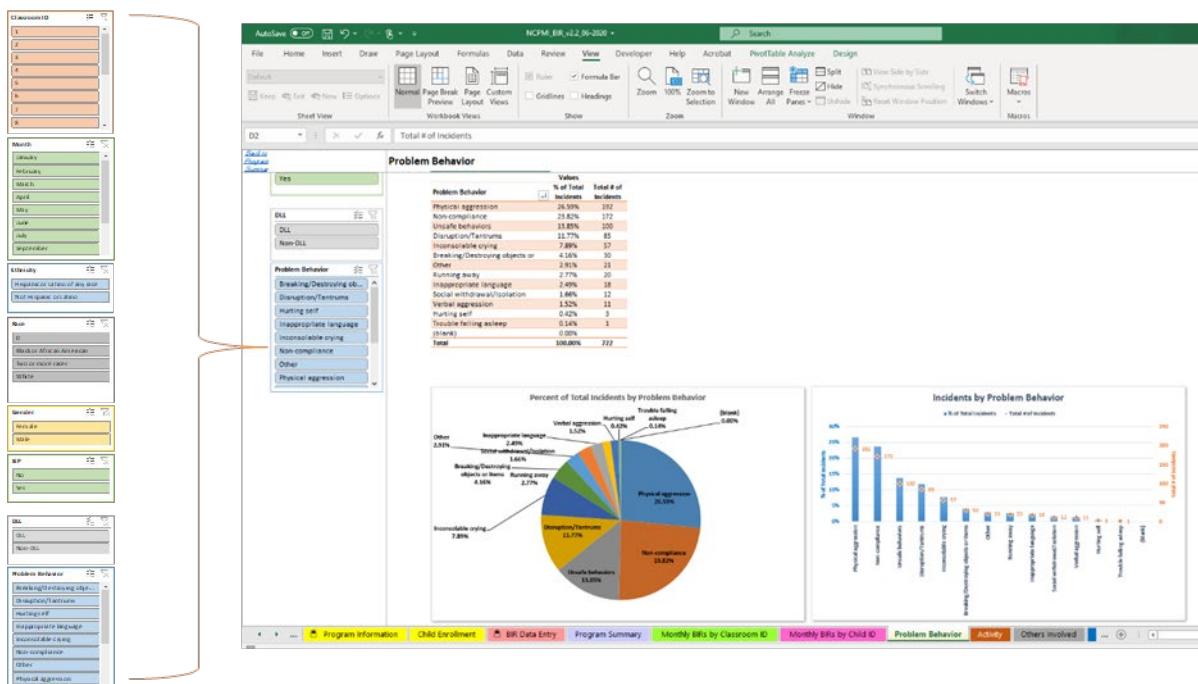


## Problem Behavior

The Problem Behavior tab includes several tables and graphs about problem behavior. The table at the top has the number of incidents by month by problem behavior. The bar chart below it represents the percentage of incidents by problem behavior by month. You are able to filter the table and chart by problem behavior(s).



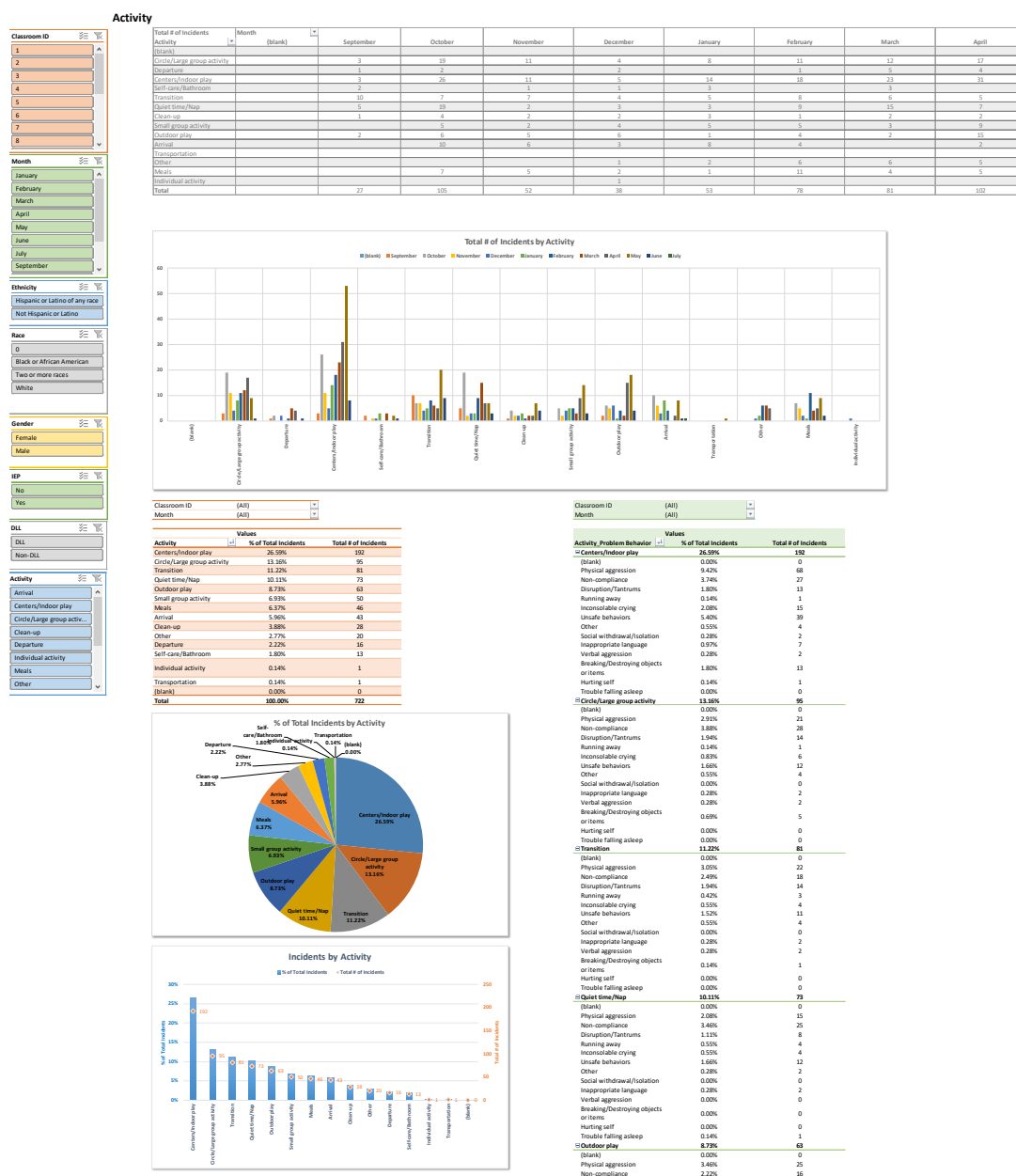
Below is a chart showing the number and percent of incidents by problem behavior. The percent of incidents is graphed in a pie chart. You are able to filter by classroom ID, month, ethnicity, race, gender, DLL and IEP status.





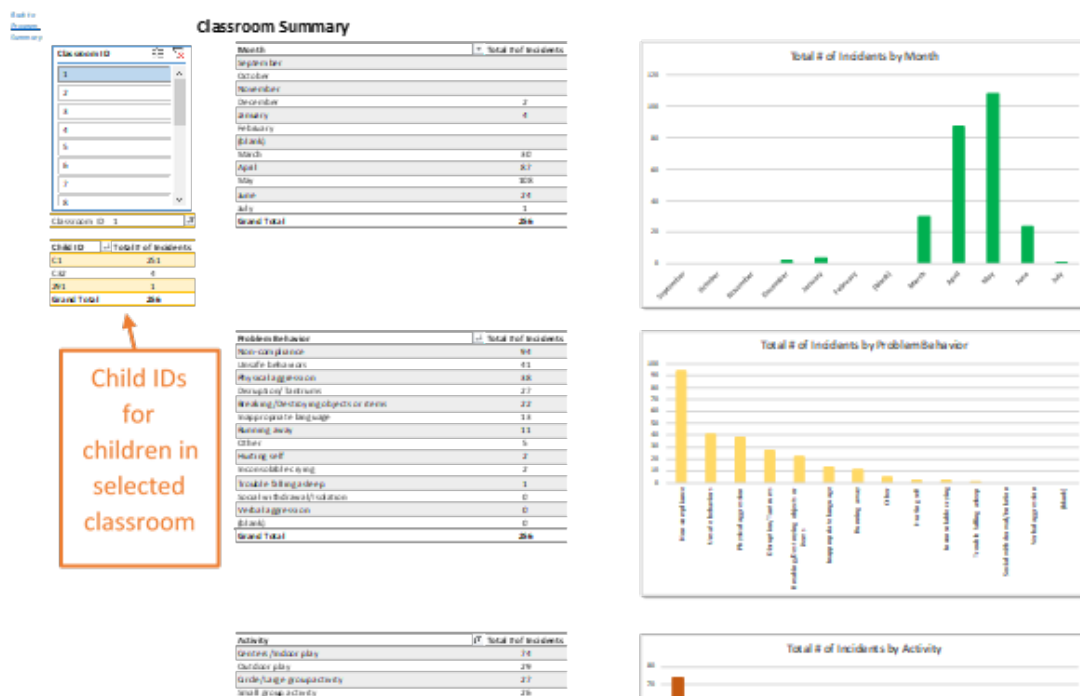
# Activity, Others Involved, Possible Motivation, Response, Admin Follow Up

The following tabs have the same set up. These tabs include several tables and graphs about the specific category of interest (as represented by the tab name). The table at the top has the number of incidents by month by item for that specific category. The bar chart below it depicts the percentage of incidents by item by month. Below that is a table showing the number and percent of incidents by item for that specific category. The percent of incidents are graphed in a pie chart and a bar chart (both provide the same information). The light green table shows the number and percent of incidents by item by problem behavior. You can filter by classroom ID, month, ethnicity, race, gender, DLL and IEP status.



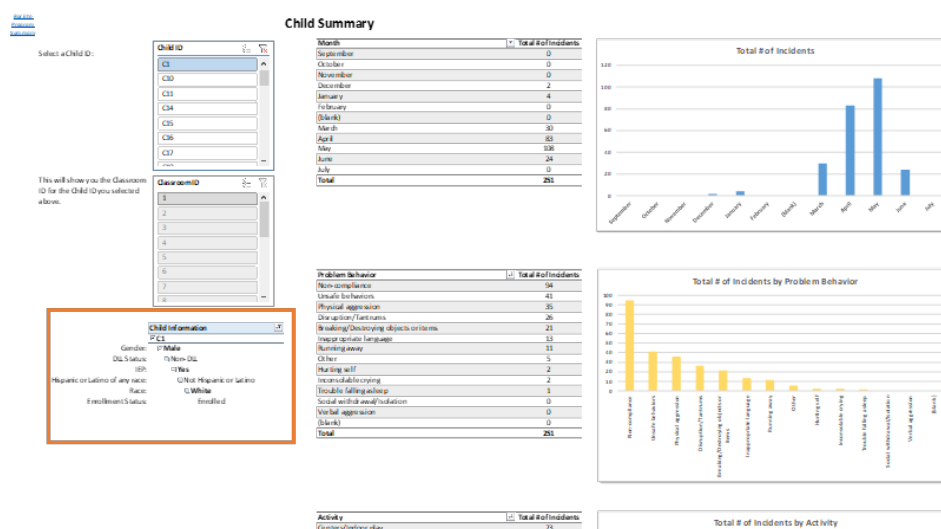
## Classroom Summary

The Classroom Summary tab allows you to filter data by classroom ID. Once you select an ID, the tables and graphs on the tab will display data for that classroom only. The table below the Classroom ID filters shows the IDs of the children in that specific classroom that have BIRs and the number of BIRs for each.



## Child Summary

The Child Summary tab allows you to filter data by child ID. Once you select an ID, the tables and graphs on the tab will display data for that child ID only. The filter below the Child ID filter identifies which classroom ID is associated with the Child ID selected by highlighting a darker gray then the other IDs. Below that filter is a table that shows you the demographic information for the selected child.





## Distribution by Classroom ID

This tab provides a location for filtering data by any of the categories to provide a table of classroom and child IDs and total number of incidents. You can filter by any of the categories. As you select an item in a category, the other categories will filter out automatically to allow for further filtering. You can select more than one item by using Ctrl on your keyboard and clicking on the option. To clear filters, clear the first category you selected. The filter icon will be dark gray and red in comparison to the other filters.

Back to Program Summary

**First filter**

**Problem Behavior**

- Breaking/Destroying objects
- Disruption/Tantrums
- Hurting self
- Inappropriate language
- Inconsolable crying
- Non-compliance
- Other
- Physical aggression

**Activity**

- Arrival
- Centers/Indoor play
- Circle/large group activity
- Clean-up
- Departure
- Meal
- Other
- Outdoor play

**Others Involved**

- Assistant Teacher
- None
- Other
- Peers
- Support/Administrative staff
- Teacher

**Possible Motivation**

- Avoid adults
- Avoid peers
- Avoid task
- Defiant/Rebellious
- Gain adult attention/Control
- Gain peer attention
- Obtain desired activity
- Obtain desired item

**Response**

- Move within group
- Other
- Physical guidance
- Physical hold/Restrain
- Provide physical comfort
- Redirect to different activity
- Remove from activity
- Remove from area

**Administrative Follow-Up**

- Arrange behavioral consultation
- Not Applicable
- Other
- Talk with child
- Temporary removal from classroom

**Gender**

- Female
- Male

**DLL**

- DLL
- Non-DLL

**IEP**

- No
- Yes

**Ethnicity**

- Hispanic or Latino of any race
- Not Hispanic or Latino

**Race**

- 0
- Black or African American
- White

Classroom ID	% of Total Incidents	Total # of Incidents
<1	31.76%	27
C32	1.18%	1
C1	30.90%	26
<11	24.71%	21
C32	2.35%	2
C38	3.52%	3
C39	18.82%	16
<7	21.18%	18
C20	18.82%	16
C40	2.35%	2
<12	9.41%	8
C32	3.52%	3
C20	1.18%	1
C28	4.71%	4
<14	2.35%	2
C25	2.35%	2
<13	2.35%	2
C27	2.35%	2
<15	2.35%	2
C36	2.35%	2
<4	2.35%	2
C11	1.18%	1
C8	1.18%	1
<6	1.18%	1
C23	1.18%	1
C3	1.18%	1
C4	1.18%	1
<9	1.18%	1
C4	1.18%	1
<b>Grand Total</b>	<b>100.00%</b>	<b>85</b>

You can filter by any of these after selecting the first filter.

To hide child IDs and only view classroom IDs, click on the box next the classroom ID.

Classroom ID

☒ 1

C32

## Equity Profiles

The equity profiles do not require any data entry or selection of filters/values. These tabs will auto populate based on data entry. However, program demographics by race/ethnicity, gender, DLL and IEP status must be entered on the Program Enrollment tab as well as for each child on the Child Enrollment tab. If you do not enter these data, these tabs will not function properly.

If there is a value that needs further analysis, it will be highlighted red under the Child Composition column and/or highlighted yellow under the Risk Ratio column. Please note, the use of color red and yellow are arbitrary, they do not have any special significance other than to serve as an alert to the user.

Race/Ethnicity Equity Profile for Incident Frequency

Report Date: 1/23/2019 15:09

RLPBIS, Feb. 2016

Race/Ethnicity Equity Profile for Incident Frequency													
Back to Program Summary		Guiding Question 1: Are outcomes equitable for all groups?				Guiding Question 2: How big are the disparities?				Guiding Question 3: How much of your final group is affected by disproportionate discipline?			
	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 Rate	BIR Rate	Risk Ratio	Difference in Child Composition	Difference in BIR Composition	BIR Composition	Risk	E Formula / 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	% of BIRs accounted for by Children of a particular group	% of Children in a group who have at least one BIR	The upper bound of what would be expected given the size of the population
American Indian or Alaskan Native	2	0	0	0.7%	0.0%	0.00	0.00	0.00	-0.7	-0.7	0.0%	0.0%	2.1%
Asian	20	0	0	7.2%	0.0%	0.00	0.00	0.00	-7.2	-7.2	0.0%	0.0%	11.3%
Black or African American	10	1	30	3.6%	2.6%	1.15	3.00	0.72	1.0	0.5	4.2%	30.0%	6.7%
Hispanic or Latino of any race	29	29	89	56.5%	74.3%	0.92	2.32	2.48	29.8	2.0	54.5%	38.6%	64.6%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0%
Two or more races	20	0	0	7.2%	0.0%	0.00	0.00	0.00	-7.2	-7.2	0.0%	0.0%	11.3%
White	68	29	245	24.6%	21.1%	2.15	4.38	0.82	3.6	16.7	41.1%	11.3%	31.6%
Totals	76	30	221	100.0%									

\*Total enrolls may not match across profiles due to recent changes through last year

American Indian or Alaskan Native

- Child Comp. Of the 38 children who received at least one BIR, 0% are American Indian or Alaskan Native; this group comprises 0.7% of the total child enrollment.
- BIR Rate The average number of BIRs per child for American Indian or Alaskan Native children is 0 times the BIR rate for all other children.
- BIR Rate Children identified as American Indian or Alaskan Native receive an average of 0 BIRs per child.
- Risk Ratio American Indian or Alaskan Native children are 0 times more likely to have at least one BIR than all other children.
- Diff. in C Comp. American Indian or Alaskan Native children's representation among children who receive BIRs is 0.7 percentage points lower than expected given American Indian or Alaskan Native children's percentage of the child enrollment.
- Diff. in R Comp. The percentage of BIRs attributed to American Indian or Alaskan Native children is 0.7 percentage points lower than expected given American Indian or Alaskan Native children's percentage of the child enrollment.
- BIR Comp. Of the 721 BIRs generated, 0% were attributed to American Indian or Alaskan Native children.
- Risk Of the 2 American Indian or Alaskan Native children, 0% have at least one BIR.

Asian

- Child Comp. Of the 38 children who received at least one BIR, 0% are Asian; this group comprises 7.2% of the total child enrollment.
- BIR Rate The average number of BIRs per child for Asian children is 0 times the BIR rate for all other children.
- BIR Rate Children identified as Asian receive an average of 0 BIRs per child.
- Risk Ratio Asian children are 0 times more likely to have at least one BIR than all other children.
- Diff. in C Comp. Asian children's representation among children who receive BIRs is 7.2 percentage points lower than expected given Asian children's percentage of the child enrollment.
- Diff. in R Comp. The percentage of BIRs attributed to Asian children is 7.2 percentage points lower than expected given Asian children's percentage of the child enrollment.
- BIR Comp. Of the 721 BIRs generated, 0% were attributed to Asian children.
- Risk Of the 20 Asian children, 0% have at least one BIR.

Black or African American

- Child Comp. Of the 38 children who received at least one BIR, 2.6% are Black or African American; this group comprises 3.6% of the total child enrollment.
- BIR Rate The average number of BIRs per child for Black or African American children is 1.15 times the BIR rate for all other children.
- BIR Rate Children identified as Black or African American receive an average of 3 BIRs per child.
- Risk Ratio Black or African American children are 0.72 times more likely to have at least one BIR than all other children.
- Diff. in C Comp. Black or African American children's representation among children who receive BIRs is 1.1 percentage points higher than expected given Black or African American children's percentage of the child enrollment.
- Diff. in R Comp. The percentage of BIRs attributed to Black or African American children is 0.5 percentage points higher than expected given Black or African American children's percentage of the child enrollment.
- BIR Comp. Of the 721 BIRs generated, 4.2% were attributed to Black or African American children.
- Risk Of the 10 Black or African American children, 30% have at least one BIR.

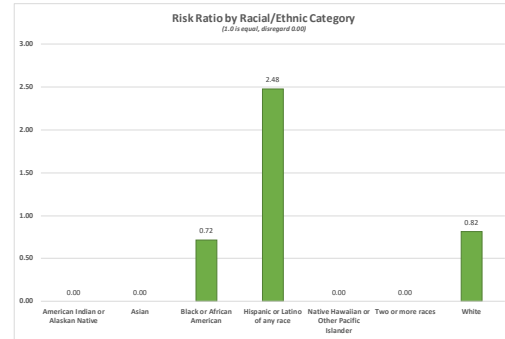
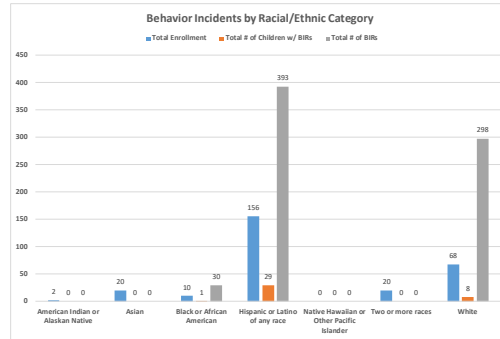
Hispanic or Latino of any race

- Child Comp. 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.
- BIR Rate 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.
- BIR Rate Children identified as Hispanic or Latino of any race receive an average of 2.32 BIRs per child.
- Risk Ratio Hispanic or Latino of any race children are 2.48 times more likely to have at least one BIR than all other children.
- Diff. in C Comp. Hispanic or Latino of any race children's representation among children who receive BIRs is 19.8 percentage points higher than expected given Hispanic or Latino of any race children's percentage of the child enrollment.
- Diff. in R Comp. The percentage of BIRs attributed to Hispanic or Latino of any race children is 2 percentage points higher than expected given Hispanic or Latino of any race children's percentage of the child enrollment.
- BIR Comp. Of the 721 BIRs generated, 54.3% were attributed to Hispanic or Latino of any race children.
- Risk Of the 136 Hispanic or Latino of any race children, 38.6% have at least one BIR.

If you scroll below the statements, bar charts accompany each equity profile. The first bar chart shows behavior incidents by each category (total enrollment, number of students with an incident, and total number of BIRs). The next chart shows the risk ratio for each category.

## Behavior Incident Report System (BIRS) Data Entry Guide

<b>Risk</b>	Of the 20 children identified as being of Two or more races, 0% have at least one BIR.
<b>White</b>	<p><b>Child Comp.</b> Of the 38 children who received at least one BIR, 21.1% are White; this group comprises 24.6% of the total child enrollment.</p> <p><b>BIR Rate</b> The average number of BIRs per child for White children is 2.15 times the BIR Rate for all other children.</p> <p><b>BIR Rate</b> Children identified as White receive an average of 4.38 BIRs per child.</p> <p><b>Risk Ratio</b> White children are 0.82 times more likely to have at least one BIR than all other children.</p> <p><b>Diff. in C Comp.</b> White children's representation among children who receive BIRs is 3.6 percentage points lower than expected given White children's percentage of the child enrollment.</p> <p><b>Diff. in R Comp.</b> The percentage of BIRs attributed to White children is 16.7 percentage points higher than expected given White children's percentage of the child enrollment.</p> <p><b>BIR Comp.</b> Of the 721 BIRs generated, 41.3% were attributed to White children.</p> <p><b>Risk</b> Of the 68 White children, 11.8% have at least one BIR.</p>



## Child ID by ISS\_OSS\_DIS

This tab is used to identify children with an in-school suspension, out-of-school suspension, and/or dismissal. In these filters, the number 0 means no and the number 1 means yes. If you want to filter children that have an ISS, you select the number 1 from the ISS filter. The table will then update showing you the Child ID(s) associated with an ISS. The same is true for OSS and Dismissal (labeled Expulsion). You can also filter by demographic variables.

[Back to Progress Summary](#)

0 = No  
1 = Yes

To see children with a specific event, select 1.

ISS Total

0

1

OSS Total

0

1

Expulsion

0

1

To filter by a category, select the category of interest.

**Gender**

Female

Male

**Ethnicity**

Hispanic or Latino of any race

Not Hispanic or Latino

**DLL**

DLL

Non-DLL

**IEP**

No

Yes

**Race**

0

Black or African American

Two or more races

White

#N/A

Child ID	In-School Suspension	Out-of-School Suspension	Expulsion
(blank)	0	0	0
C17	0	2	0
C4	1	0	1
C20	0	0	0
C2	0	0	0
C11	0	0	0
C25	0	0	0
C5	0	0	0
C32	0	1	0
C29	0	0	0
C38	0	0	0
C19	0	0	0
C30	0	0	0
C9	0	0	0
C35	0	0	0

## **Additional Resources**

NCPMI has developed additional BIRS resources that can be accessed via our website.

- To download the BIR System, BIRS Data-Based Decision-Making Guide, BIR form, and instructions and operational definitions to items on the BIR form visit:  
<https://challengingbehavior.cbcs.usf.edu/Implementation/data/BIRS.html>
- Using the Behavior Incident Report System: Frequently Asked Questions:  
[https://challengingbehavior.cbcs.usf.edu/docs/BIR\\_FAQ.pdf](https://challengingbehavior.cbcs.usf.edu/docs/BIR_FAQ.pdf)
- The Behavior Incident Report System (BIRS):  
[https://challengingbehavior.cbcs.usf.edu/docs/BIR\\_Overview\\_Factsheet.pdf](https://challengingbehavior.cbcs.usf.edu/docs/BIR_Overview_Factsheet.pdf)
- Behavior Incident Report System Readiness Checklist:  
[https://challengingbehavior.cbcs.usf.edu/docs/BIR\\_readiness\\_checklist.pdf](https://challengingbehavior.cbcs.usf.edu/docs/BIR_readiness_checklist.pdf)