Behavior Incident Report System (BIRS) Data Entry Guide

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To accompany file NCPMI_BIR_V2_BLANK.xlsm

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.

Program Information

Before you begin entering data, complete 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 females. For IEP and DLL status, you only need to enter how many children <u>have</u> an IEP and are DLL. Excel will automatically calculate how many children <u>do not</u> have an IEP and are not DLL.

Last, enter the number of school days per month.

Program Name:	Test Site											
School Year:	2018-2019											

Program Demographics

Teacher Name	Classroom ID	August	September	October	November	December	January	February	March	April	May	June
	22	0	8	8	8	8	8	8	8	8	8	8
	23	0	10	10	10	10	10	10	10	10	10	10
	24	0	10	10	10	10	10	10	10	10	10	10
	25	0	10	10	10	10	10	10	10	10	10	10
	26	0	7	7	7	7	7	7	7	7	7	7
	27	0	8	8	8	8	8	8	8	8	8	8
	28	0	9	9	9	9	9	9	9	9	9	9
	29	0	8	8	8	8	8	8	8	8	8	
	30	0	10	10	10	10	10	10	10	10	10	
Total		0	273	268	269	267	265	266	265	265	264	260

These totals should all be the same.

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	

Tabs: Instructions | Data Entry & Quality Checklist | **Program Information** | Child Enrollment | BIR Data Entry | Program Summary | Monthly BIRs by

Child Enrollment

A child must first be enrolled on the 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 if he/she receives a BIR. 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 classrooms, 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 veguilla@usf.edu as the file will need to be adjusted to accommodate more children.

Child Name	Child ID	Gender	DLL Status	IEP	Ethnicity	Race	Enrollment Status	Notes (if disenrolled, include date here)
	C1	Male	Non-DLL	Yes	ot 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	

Tabs: Instructions | Data Entry & Quality Checklist | Program Information | Child Enrollment | BIR Data Entry | Program Summary | Monthly BIRs by Classroom ID | Monthl...

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	11:10 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	2:50 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	10:20 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	11:05 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	12:00 PM	Non-compliance	Transition	Teacher	Don't know	Redirect to different activity/toy	Not Applicable
7	C20	September	9/13/17	12:23 PM	Unsafe 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	Teacher	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	9/18/17	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	C5	September	9/22/17	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	9:30 AM	Inconsolable 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	C38	October	10/3/17	1:10 PM	Non-compliance	Quiet time/Nap	Teacher	Avoid task	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	C38	October	10/4/17	1:35 PM	Unsafe 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
12	C30	October	10/9/17	9:50 AM	Physical aggression	Circle/Large group activity	Peers	Obtain desired item	Teacher contact family	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	Inconsolable crying	Circle/Large group activity	Assistant Teacher	Avoid task	Remove from area	Not Applicable

Tabs: Instructions | Data Entry & Quality Checklist | Program Information | Child Enrollment | BIR Data Entry | Program Summary | Monthly BIRs by Classroom ID | Monthly BIRs by Child ID | Problem Behavior | ...

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.
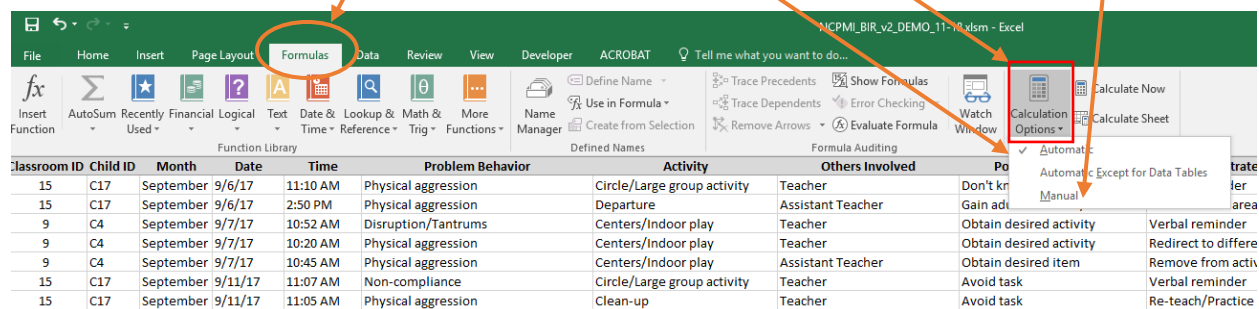
Select the month the incident occurred by looking at the date on the BIR form. Next, enter the date in m/d/yy format. Enter the time the incident occurred. The time should be entered in 24-hour format, however you can enter the time in 12 hour format and enter AM or PM after the time. For example, if 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, 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.

Program Summary

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

The user does 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.

To update your charts, scroll down to the <u>Percent of BIRS to Date by Problem Behavior</u> chart on this tab.
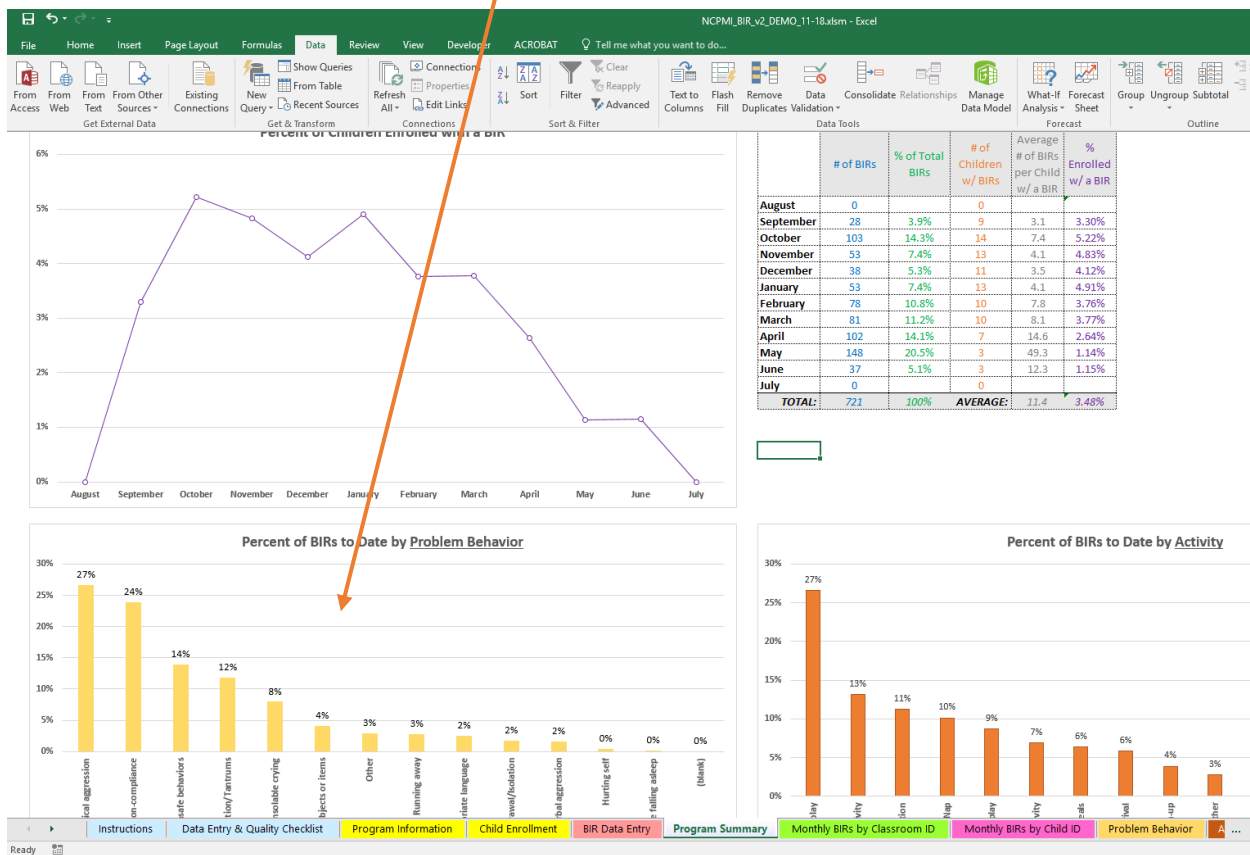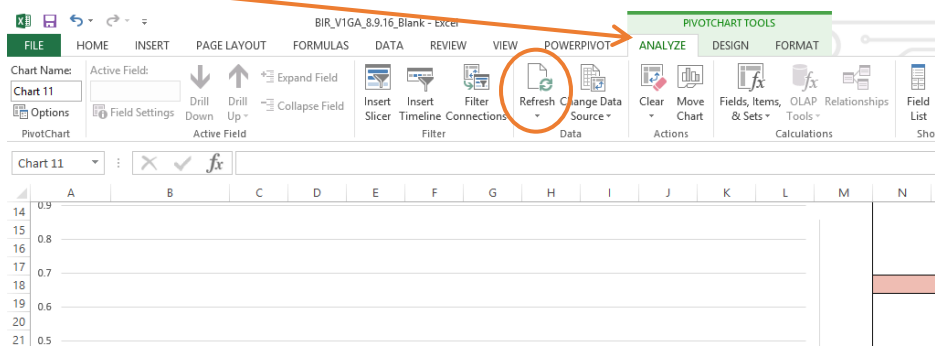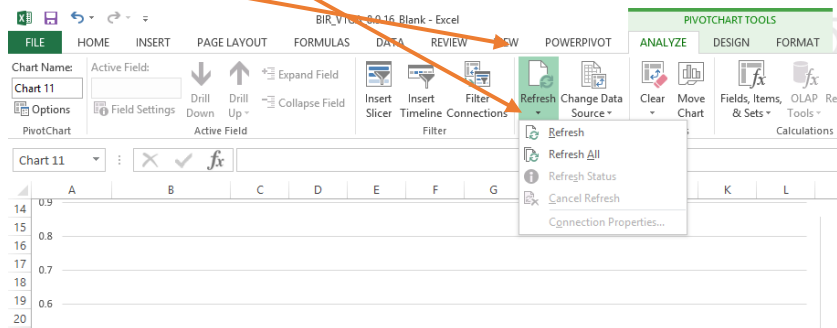
Click on the chart and a new tab will appear on the ribbon. This tab is called "PIVOT CHART TOOLS."
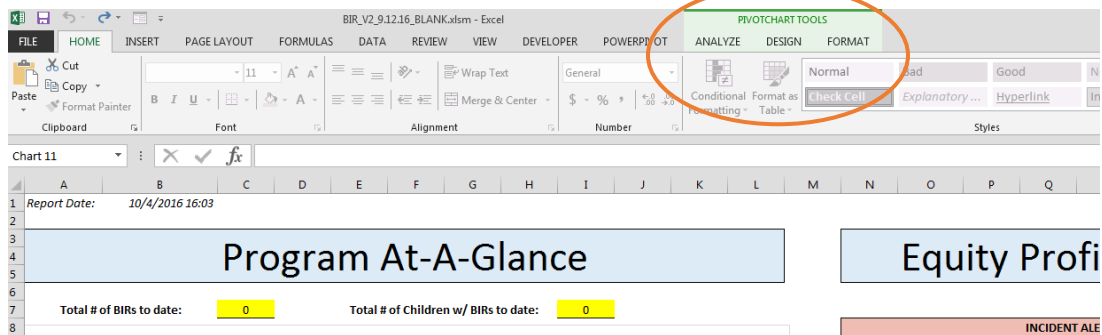
Select "ANALYZE."

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 are any possible disparities 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.
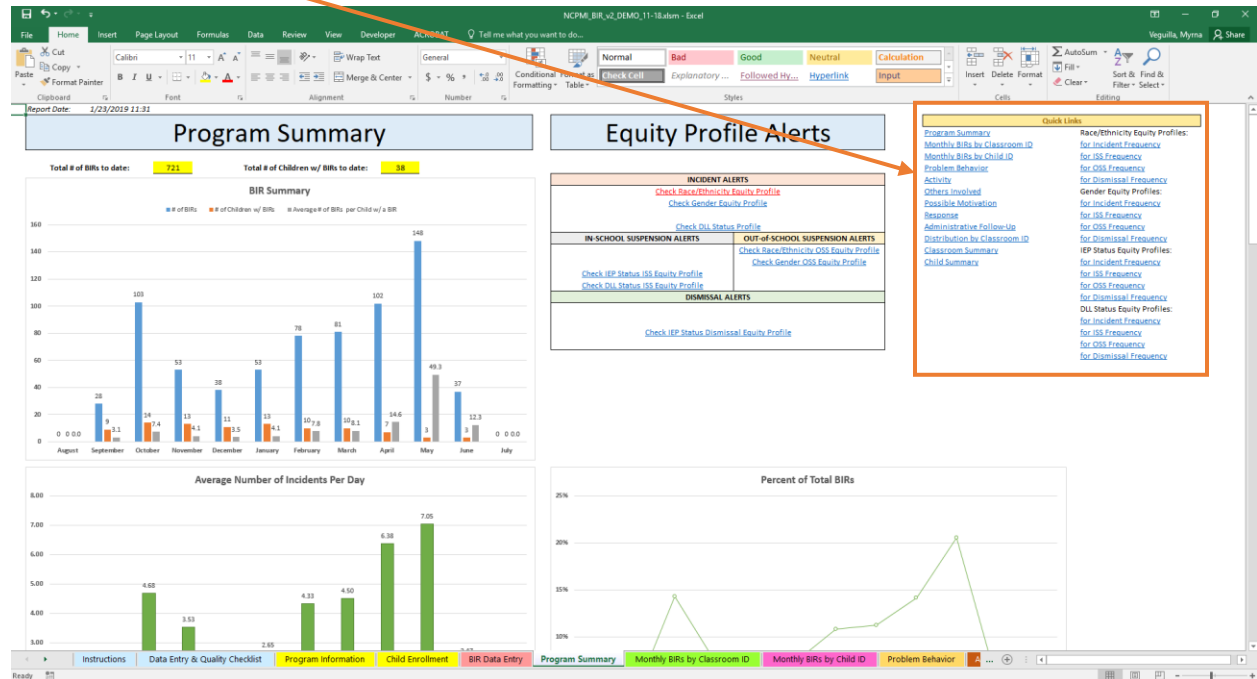

Monthly BIRs by Classroom ID

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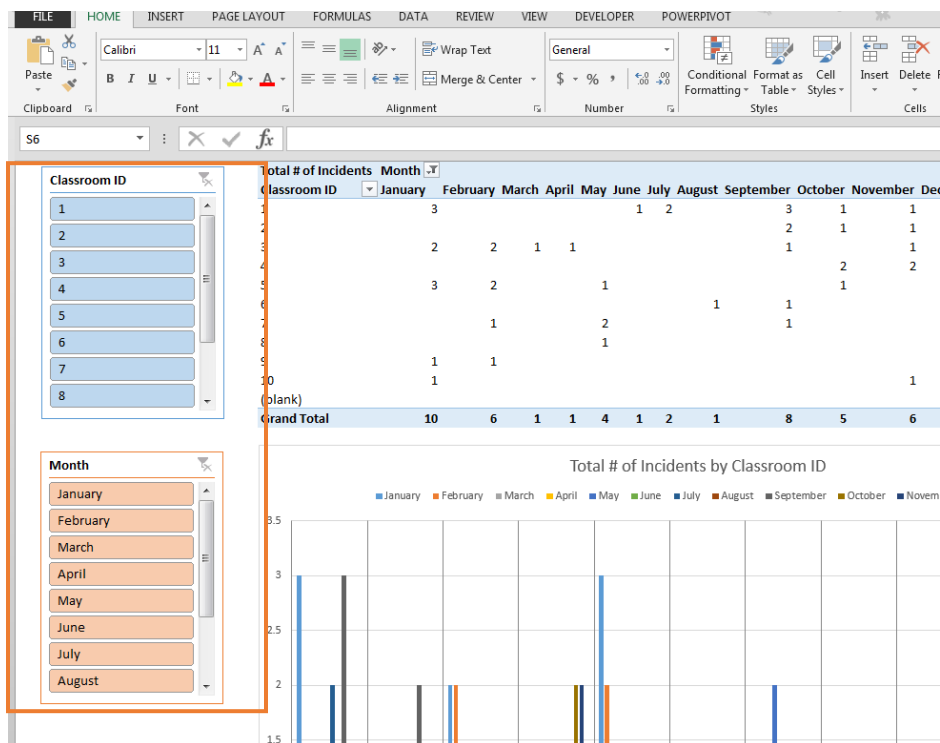
To select a classroom simply click on the classroom ID. If you wish to select more than one classroom, hold down the Ctrl key on your keyboard and click on the other ID or IDs to also select. If you clicked on the incorrect ID, click on the ID again. If you would like to remove all of your filters to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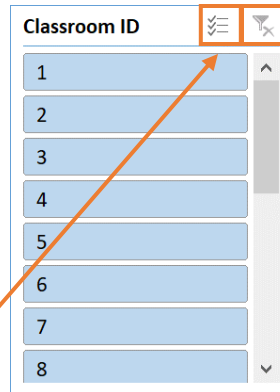
Alternatively, you can also click on the icon next to the filter icon and then select and deselect your options.

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.

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 is data will be available for further selection.

By first selecting Classroom ID 2, the months with data for classroom 2 appear (September, October, November, and December). This means classroom 2 does not have data for other months in the year. Clicking on an available month will show data for that particular month only.
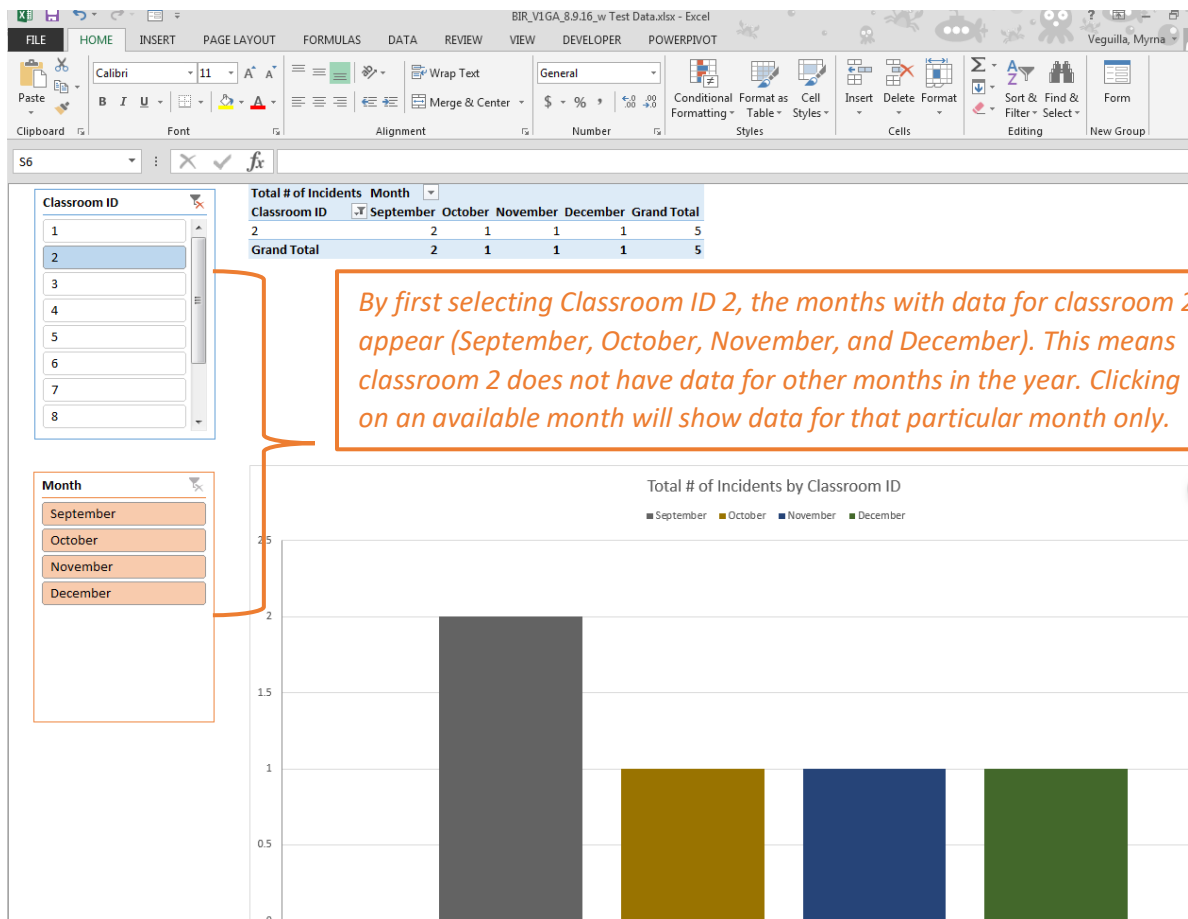
If you filter by month first, the classroom IDs that do not have data in that particular month will be a lighter color blue. You will be unable to select these.

These children do not have data for February.
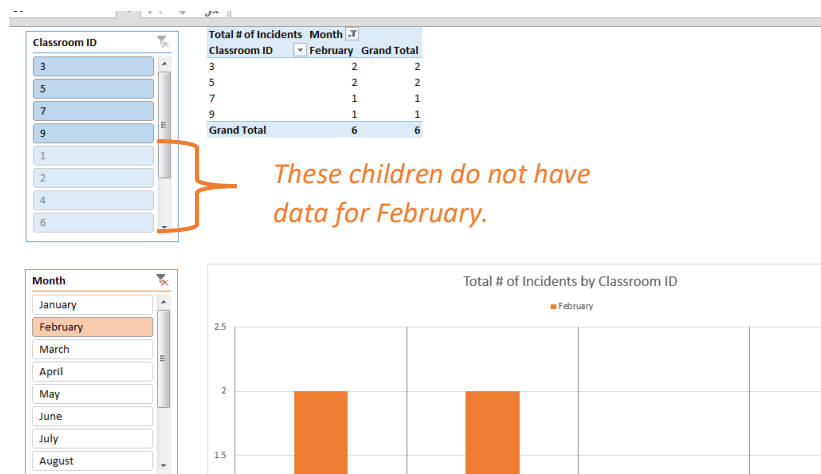
Problem Behavior

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).

Filter by Problem Behavior, both table and chart

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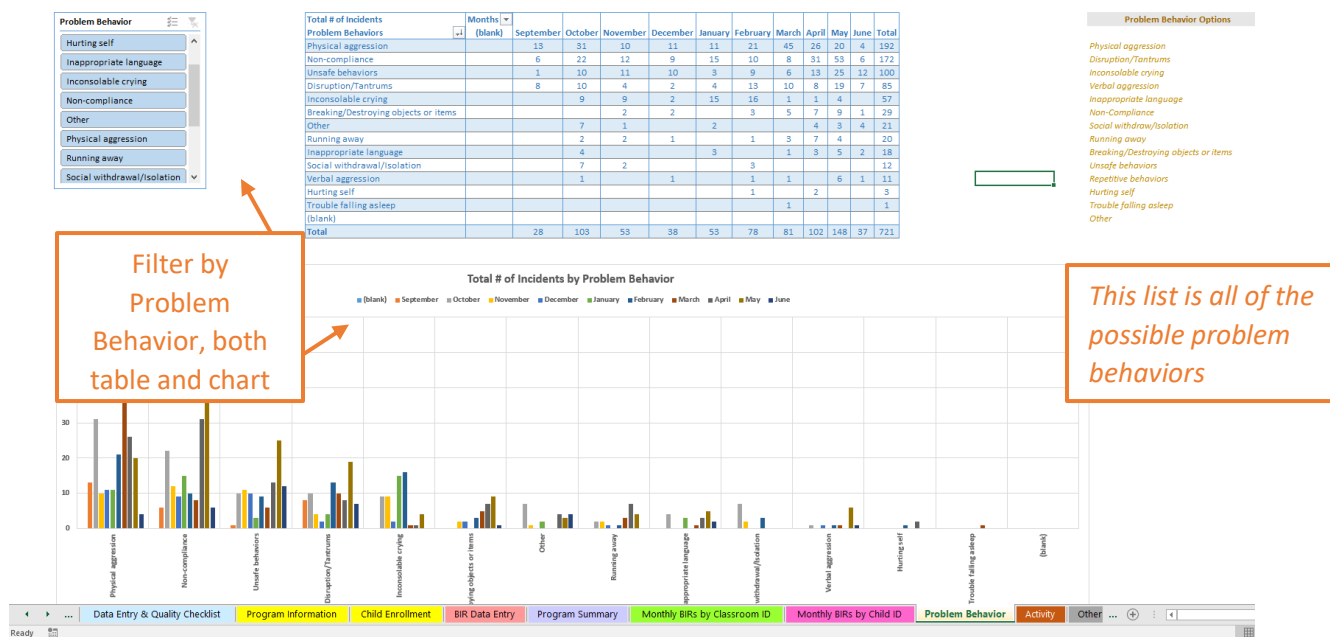
Below is a chart showing the number and percent of incidents by problem behavior. The percent of incidents is graphed in a pie chart. You are able to filter by classroom ID, month, race, ethnicity, gender, DLL and IEP status.

| Classroom ID | (All) |
| Month | (All) |

Problem Behavior	% of Total Incidents	Total # of Incidents
Physical aggression	26.63%	192
Non-compliance	23.86%	172
Unsafe behaviors	13.87%	100
Disruption/Tantrums	11.79%	85
Inconsolable crying	7.91%	57
Breaking/Destroying objects or items	4.02%	29
Other	2.91%	21
Running away	2.77%	20
Inappropriate language	2.50%	18
Social withdrawal/Isolation	1.66%	12
Verbal aggression	1.53%	11
Hurting self	0.42%	3
Trouble falling asleep	0.14%	1
(blank)	0.00%	
Total	**100.00%**	**721**

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 or 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). Below the table there is another table that shows the number and percent of incidents by item by problem behavior. You are able to filter by classroom ID, month, Ethnicity, Race, Gender, DLL and IEP status.

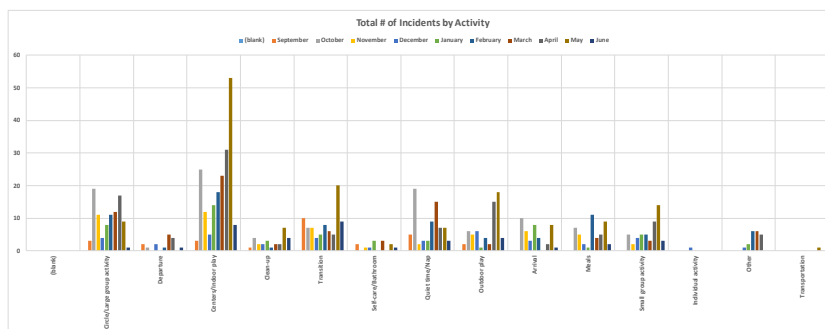| Total # of Incidents	Month												
Activity	(blank)	eptembe	October	November	ecembe	January	ebruar	March	April	May	June	Total
(blank)												
Circle/Large group activity		3	19	11	4	8	11	12	17	9	1	95
Departure		2	1		2		1	5	4		1	16
Centers/Indoor play		3	25	12	5	14	18	23	31	53	8	192
Clean-up		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

Activity Options

Arrival
Circle/Large group activity
Small group activity
Centers/Indoor play
Diapering
Meals
Outdoor play
Special activity
Field trip
Self-care/Bathroom
Transition
Clean-up
Departure
Therapy
Quiet time/Nap
Transportation
Individual activity
Other

Classroom ID	(All)
Month	(All)

	Values	
Activity	% of Total Incidents	Total # of Incidents
Centers/Indoor play	26.63%	192
Circle/Large group activity	13.18%	95
Transition	11.23%	81
Quiet time/Nap	10.12%	73
Outdoor play	8.74%	63
Small group activity	6.93%	50
Meals	6.38%	46
Arrival	5.83%	42
Clean-up	3.88%	28
Other	2.77%	20
Departure	2.22%	16
Self-care/Bathroom	1.80%	13
Transportation	0.14%	1
Individual activity	0.14%	1
(blank)	0.00%	0
Total	100.00%	721
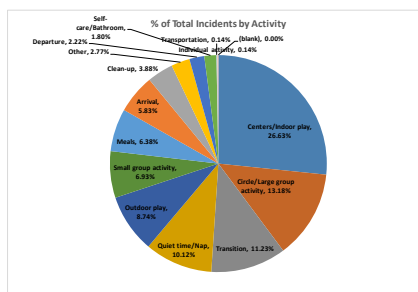
Classroom ID	(All)
Month	(All)

	Values	
Activity_Problem Behavior	% of Total Incidents	Total # of Incidents
⊟ Centers/Indoor play	26.63%	192
(blank)	0.00%	0
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
⊟ Circle/Large group activity	13.18%	95
(blank)	0.00%	0
Physical aggression	2.91%	21
Disruption/Tantrums	1.94%	14
Non-compliance	3.88%	28
Unsafe behaviors	1.66%	12
Running away	0.14%	1
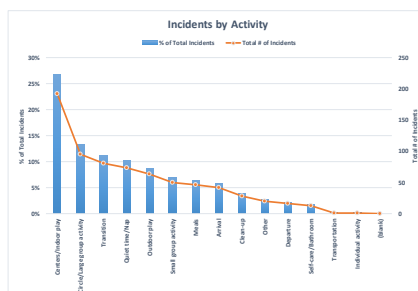
Distribution by Classroom ID

This tab provides a location for filtering data by any of the categories to provide a table of classroom IDs and total number of incidents. You are able to 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 are able to select more than one item by using Ctrl on your keyboard and clicking on the option. To clear filters, clear the <u>first</u> category you selected. The filter icon will be dark gray and red in comparison to the other filters.

Back to Program Summary

First filter

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

Problem Behavior
- Breaking/Destroyin…
- Disruption/Tantrums
- Hurting self
- Inappropriate lang…
- Inconsolable crying
- Non-compliance
- Other
- Physical aggression

Activity
- Centers/Indoor play
- Circle/Large group …
- Clean-up
- Departure
- Other
- Outdoor play
- Small group activity
- Transition

Others Involved
- Assistant Teacher
- None
- Peers
- Substitute
- Support/Administrativ…
- Teacher

Possible Motivati…
- Avoid adults
- Avoid task
- Don't know
- Gain adult attention/C…
- Gain peer attention
- Obtain desired activity
- Obtain desired item
- Other

Response
- Other
- Physical guidance
- Redirect to different ac…
- Remove from area
- Re-teach/Practice exp…
- Verbal reminder

Administrative F…
- Not Applicable

Gender
- Male

DLL
- DLL
- Non-DLL

IEP
- No
- Yes

Ethnicity
- Hispanic or Latino of an…
- Not Hispanic or Latino

Race
- 0
- White

Classroom ID	% of Total Incidents	Total # of Incidents
1	72.41%	21
11	13.79%	4
10	3.45%	1
3	3.45%	1
12	3.45%	1
5	3.45%	1
Grand Total	**100.00%**	**29**

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. You are then able to filter by child ID if you wish, however, the next tab, Child Summary allows you to filter by Child ID exclusively. The table on the right hand side shows the number of children for that specific classroom ID and how many incidents each child has recorded in the system.

Classroom ID

Select ID

Month	Total # of Incidents
(blank)	
September	28
October	103
November	53
December	38
January	53
February	78
March	81
April	102
May	148
June	37
Grand Total	**721**

Total # of Incidents by Month

Problem Behavior	Total # of Incidents
Physical aggression	192
Non-compliance	172
Unsafe behaviors	100
Disruption/Tantrums	85
Inconsolable crying	57
Breaking/Destroying objects or items	29
Other	21
Running away	20
Inappropriate language	18
Social withdrawal/Isolation	12
Verbal aggression	11
Hurting self	3
Trouble falling asleep	1
Grand Total	**721**

Total # of Incidents by Problem Behavior

Activity	Total # of Incidents
Centers/Indoor play	192
Circle/Large group activity	95
Transition	81
Quiet time/Nap	73
Outdoor play	63
Small group activity	50
Meals	46
Arrival	42
Clean-up	28
Other	20
Departure	16
Self-care/Bathroom	13

Total # of Incidents by Activity
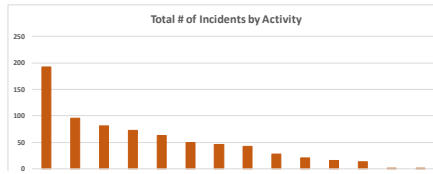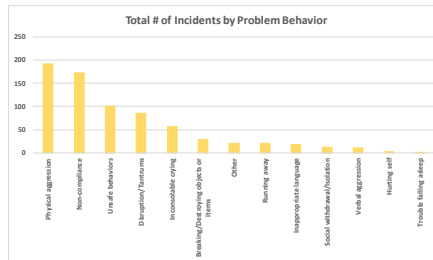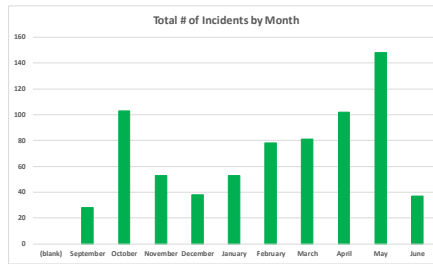
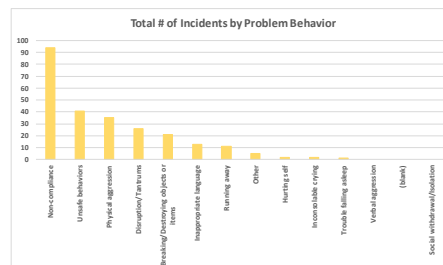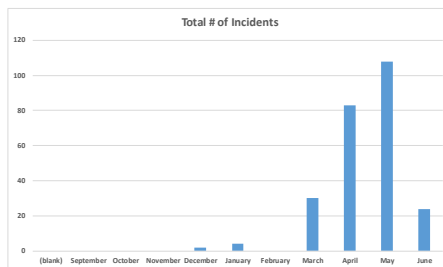| Total # of Incidents	Class ID				
Child ID	(blank)	15	9	7	14
C1					
C32					
C39					
C40			45		
C38					
C20			22		
C7					
C9					
C26					
C4		3			
C17	9				
C29					
C35					
C19					
C24					
C25			5		
C23					
C31					
C27					
C11		1			
C37					
C14					
C3					
C36					
C22					
C18					
C8					
C10					
C2		2			
C16					
C30					
C6		1			
C5	1				
C21					
C15					
C33					
C34					
(blank)					
Grand Total	**12**	**3**	**68**	**6**	

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. To the right of the charts, a table shows you the demographic information for the selected child.

Child ID

| C1 |
| C2 |
| C3 |
| C4 |
| C5 |
| C6 |
| C7 |
| C8 |

Month	Total # of Incidents
(blank)	0
September	0
October	0
November	0
December	2
January	4
February	0
March	30
April	83
May	108
June	24
Total	**251**

Total # of Incidents

Child Information	
⊟C1	
Gender:	⊟Male
DLL Status:	⊟Non-DLL
IEP:	⊟Yes
Hispanic or Latino of any race:	⊟Not Hispanic or Latino
Race:	⊟White
Enrollment Status:	Enrolled

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
(blank)	0
Social withdrawal/Isolation	0
Total	**251**

Total # of Incidents by Problem Behavior

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 this 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 | FLPBIS, Feb. 2016

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	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 *The % of Children with BIRs who belong to a target group; RED cells suggest disproportionality*	BIR Ratio *BIR Rate for group divided by the BIR Rate for all other Children; 1.0 is equal*	BIR Rate *Total number of BIRs for group divided by the number of enrolled Children from that group*	Risk Ratio *Group's risk of receiving a BIR compared to all other Children; 1.0 is equal*	Difference in Child Composition *Child Composition minus the Percent of the Child Enrollment; Positive values suggest disproportionality*	Difference in BIR Compostion *BIR Composition minus the Percent of the Child Enrollment; Positive values suggest disproportionality*	BIR Composition *% of BIRs accounted for by Children of a particular group*	Risk *% of Children in a group who have at least one BIR*	E-Formula / Composition *The upper bound of what would be expected given the size of the population*
					Guiding Question 1: Are outcomes equitable for all groups?			**Guiding Question 2: How big are the disparities?**				**Guiding Question 3: How much of your focal group is affected by disproportionate discipline?**	
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%	11.5%
Black or African American	10	1	30	3.6%	2.6%	1.15	3.00	0.72	-1.0	0.5	4.2%	10.0%	6.7%
Hispanic or Latino of any race	156	29	393	56.5%	76.3%	0.92	2.52	2.48	19.8	-2.0	54.5%	18.6%	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%	11.5%
White	68	8	298	24.6%	21.1%	2.15	4.38	0.82	-3.6	16.7	41.3%	11.8%	31.6%
Totals	276	38	721	100.0%									

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

The statement accompanying that value will be highlighted red as well. If a group has no enrollment, the section of statements will be blank.

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 Ratio	The average number of BIRs per children 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 Ratio	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 representation among children who receive BIRs is 7.2 percentage points lower than expected given Asian children's percentage of the children body.
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 Ratio	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 percentage points lower 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, 10% 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 Ratio	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 2.52 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 lower than expected given Hispanic or Latino of any race children's percentage of the child enrollment.
BIR Comp.	Of the 721 BIRs generated, 54.5% were attributed to Hispanic or Latino of any race children.
Risk	Of the 156 Hispanic or Latino of any race children, 18.6% 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.

Risk	Of the 20 children identified as being of Two or more races, 0% have at least one BIR.

	White
Child Comp.	Of the 38 children who received at least one BIR, 21.1% are White; this group comprises 24.6% of the total child enrollment.
BIR Ratio	The average number of BIRs per child for White children is 2.15 times the BIR Rate for all other children.
BIR Rate	Children identified as White receive an average of 4.38 BIRs per child.
Risk Ratio	White children are 0.82 times more likely to have at least one BIR than all other children.
Diff. in C Comp.	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.
Diff. in R Comp.	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.
BIR Comp.	Of the 721 BIRs generated, 41.3% were attributed to White children.
Risk	Of the 68 White children, 11.8% have at least one BIR.
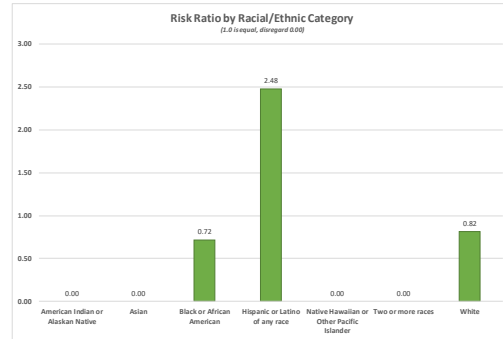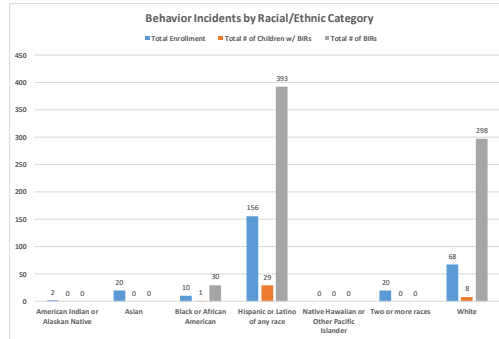
Child ID by ISS_OSS_DIS

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.

Child ID	In-School Suspension	Out-of-School Suspension	Expulsion
⊞(blank)	0	0	0
⊟C17	0	2	0
⊟Male	0	2	0
⊟No	0	2	0
DLL	0	2	0
⊟C4	1	0	1
⊟Male	1	0	1
⊟Yes	1	0	1
Non-DLL	1	0	1
⊟C20	0	0	0
⊟Male	0	0	0
⊟No	0	0	0
DLL	0	0	0
⊟C2	0	0	0
⊟Male	0	0	0
⊟Yes	0	0	0
Non-DLL	0	0	0
⊟C11	0	0	0
⊟Male	0	0	0
⊟No	0	0	0
DLL	0	0	0

Frequently Asked Questions

Who does the BIR data belong to?

The BIR System is downloaded by individual early childhood programs. Once the BIRS Spreadsheet is downloaded, it remains within the program. All data entered into the BIRS Spreadsheet belongs to the program and is not accessible to anyone outside that program.

Who can see the data from my program?

Once the BIRS Spreadsheet is downloaded at the program, it remains within the program. All data entered into the BIRS Spreadsheet belongs to that program and is not accessible to anyone outside that program. NCPMI will not collect BIR data from programs.

Is there a cost associated with the BIRS 2.0?

There is no cost to download and use the BIR 2.0 form and the BIRS Spreadsheet.

How does behavior incident data remain confidential within the BIR System?

To maintain child and teacher confidentiality, programs will use a child ID# (instead of child name) and a classroom ID# (instead of classroom name). Care should be taken to develop identification numbers that do not contain easily identifiable information.

How are teachers trained on the use of the BIR form?

Training is available through a recorded 1-hour webinar:
https://usf.adobeconnect.com/_a825389370/p34rp0iavkd/.

How long does it take to complete a BIR form?

Once staff are trained on use of the BIR, it takes approximately 30 seconds per incident to complete a form.

Is training available for use on the Excel BIR System?

A link to data entry training can be located within the Instructions tab within the BIRs Spreadsheet. This approximately 45-minute recording explains the data entry process in detail as well as the critical elements of the BIRS Spreadsheet. Data entry staff and the Data Coordinator will require this training.

Who enters the BIR data into the data system?

Each program will want to identify staff within the program who can enter BIR data into the spreadsheet. This data entry person is most often an administrative support staff within the program who has the flexibility within his or her schedule to commit to consistent and timely data entry.

How often should data be entered into the BIRS Spreadsheet?

Programs are encouraged to enter data on a weekly basis, if possible. This allows for continuous monitoring of data quality and ensures that all data are entered in time for monthly Pyramid Model Leadership Team meetings.

I would like to use the BIRS for a large district or state with several regions. Can I use this spreadsheet in that capacity?

Large programs or states should think about using the BIRS on a program-by-program basis versus housing one spreadsheet across multiple sites. The BIRS was developed as a tool for program, classroom, and child level improvement. In the future, NCPMI will develop tools for state-level decision-making.

What are the limits of use for the BIRS spreadsheet?

The BIRS Spreadsheet can hold up to 30 classroom IDs, 175 children, and 1,000 BIR entries. If your program exceeds these numbers, you should contact Myrna Veguilla at veguilla@usf.edu to request additional entries. Please note that after a certain number of BIR entries, the system will be slow. Please refer to the <u>data entry tutorial</u> or data entry guide for tips on how to speed data entry.

Can the BIRS be integrated into my own online system?

Please contact Myrna Veguilla at veguilla@usf.edu to discuss your program needs.

What type of computer/operating system is most compatible with the BIRS 2.0? OR The BIRS spreadsheet does not seem to work on my Mac computer?

The BIRS 2.0 is compatible with:
- *Windows operating systems with Microsoft Office 2010 and newer*
- *Mac operating systems with Microsoft Office 2016*
- *Office 365*

I have entered data into my BIR Spreadsheet but the charts and tables are blank. What should I do?

Programs are encouraged to view the online tutorial for data entry before using the spreadsheet. The link to the online data entry tutorial is found on the first tab of the spreadsheet or by clicking <u>here</u>. Also, refer to page 7 of this guide for more information on updating table and graphs.

Entering data is taking a very long time. What should I do?

Programs are encouraged to view the online tutorial for data entry before using the spreadsheet. The link to the online data entry tutorial is found on the first tab of the spreadsheet or by clicking <u>here</u>. Also, refer to page 6 of this guide for more information on quicker data entry.