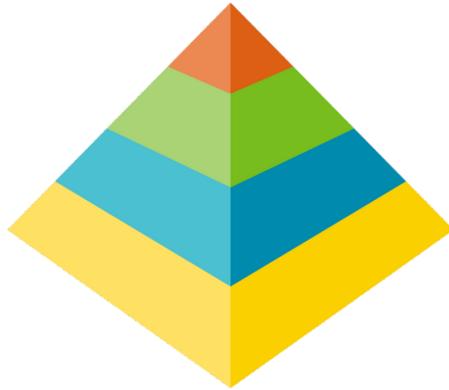


Pyramid Model



at Utah State University

BIRS Resource Guide
The Behavior Incident Reporting System (BIRS) Resource Guide supports early childhood educators and program leaders in implementing BIRS within the Pyramid Model framework. This guide consolidates essential tools, forms, and resources to document, analyze, and address behavior incidents, fostering supportive and equitable learning environments.

Curated from trusted sources like the NCPMI website and the Utah Pyramid Model, this collection provides quick-reference fact sheets, training guides, and data tools to help integrate BIRS effectively into daily practice.

UTAH PYRAMID MODEL RESOURCE COLLECTION PROVIDES IMPLEMENTATION SITES WITH SELECTIONS OF TOOLS TO SUPPORT THE USE OF BEHAVIOR INCIDENT REPORTS (BIRS.)

THE RESOURCES, PREDOMINANTLY FOUND ON THE [NCPMI WEBSITE](#), [PIDS COMMUNITY](#), AND THE [IDRPP UTAH PYRAMID MODEL](#) PROVIDE INFORMATION ABOUT BIRS.

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Introduction

The **Behavior Incident Reporting System (BIRS) Resource Guide** provides early childhood educators, program leaders, and coaches with selected tools to support the effective use of BIRS within the Pyramid Model framework. These resources, sourced from the NCPMI website and the Utah Pyramid Model, include guides, checklists, forms, and webinars to help streamline behavior documentation and promote positive child outcomes. BIRS supports a structured approach for identifying, analyzing, and addressing behavior incidents in early care and education settings. It fosters data-driven practices to strengthen teaching strategies and classroom environments. Key components include:

- **Accurate and consistent incident documentation**
- **Data analysis to inform practices.**
- **Support for equitable and responsive interventions**

Explore the resources in this guide to enhance your understanding and implementation of BIRS in fostering successful learning environments.



How to use the Resource Collection

This guide is designed to make accessing and utilizing BIRS resources simple and effective. The resources are organized into the following sections for ease of navigation:

1. **Resource Table:** A comprehensive table listing all available resources, including direct links, descriptions, and categories (e.g., forms, guides, webinars).
2. **Resource Details:** Detailed explanations of each resource, including how it can support behavior incident reporting and decision-making in early childhood education.

Use the **Resource Table** to quickly locate tools for specific needs and refer to the **Resource Details** section for in-depth information on how to implement each resource effectively.

Whether you are a teacher, coach, or program leader, this guide provides everything you need to integrate BIRS into your practice and promote positive outcomes for children and classrooms.



Behavior Incident Report			
			Program ID: _____
Classroom ID:	Child ID:	Date:	Time:
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:			
<small>If this is the first IEP for the child, please select the following demographic information:</small>			
<input type="checkbox"/> Male	<input type="checkbox"/> IEP 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 IEP		
<input type="checkbox"/> Dual language	<input type="checkbox"/> Dual language		

BIRS Overview	Trainings	Data	Forms and Checklists	Guides
BIRS Overview Fact Sheet 	PIDS Webinar: Behavior Incident Reports (BIR) in PIDS 	BIR Analytic Elements Overview 	BIRS NCMPI Excel DEMO 	Using BIRs in PIDS User Guide 
BIRS Readiness Checklist 	Behavior Incident Report System (BIRS) Data Entry Tutorial 	BIRS Workbook Demo - 2022-2023 	BIRS NCPMI Excel Blank Report 	NCPMI BIRS Data Entry Guide 
BIRS Teacher Fact Sheet 	How to print charts in Behavior Incident Report System (BIRS) or any Excel spreadsheet. 	Look, Think, Act - Child Summary Form 	Behavior Incident Report (BIR) Form - Version 2.0 	Behavior Incident Report System - Data-Based Decision-Making Guide  
BIRS FAQ: Behavior Incident Report System Guidance 	Using the Behavior Incident Report System: I have an Equity Alert. Now What? 	Leadership Coaching Log Paper Version 	Using the Behavior Incident Reporting System (BIRS) Presentation 	
Behavior Incident Report System Training Guide and Definitions 	NCPMI PIDS What, Why, When, How BIRS 		Behavior Incident Report Instructions 	
			Early Childhood Program-Wide PBS 	

Resource Key:



checklist |



form |



glossary/definitions |



guide |



resource collection |



tip sheet |



tool |



video |



webinar |



webpage



RESOURCE DETAILS The following resources provide introductory training/webinar information for BIRS.

NCPMI PIDS What, Why, When, How BIRS



Data Source: NCPMI

Description:

"This video introduces the Behavior Incident Report System (BIRS), explaining its purpose, process, and tips for beginners

PIDS Webinar: Behavior Incident Reports (BIR) in PIDS

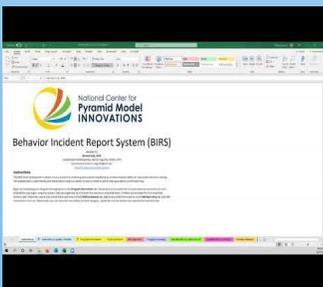


Data Source: The Pyramid Model Consortium

Description:

This webinar covers the BIRS Excel spreadsheet's equity alerts for disproportionality in behavior incidents, suspensions, and expulsions, and how leadership teams can use the data to support equity.

Behavior Incident Report System (BIRS) Data Entry Tutorial



Data/Source: The Pyramid Model Consortium

Description:

This tutorial goes through data entry of BIRs into the BIRS Excel spreadsheet as well as navigating the different tabs within the workbook.

How to print charts in Behavior Incident Report System (BIRS) or any Excel spreadsheet.



Data/Source: The Pyramid Model Consortium & NCPMI

Description:

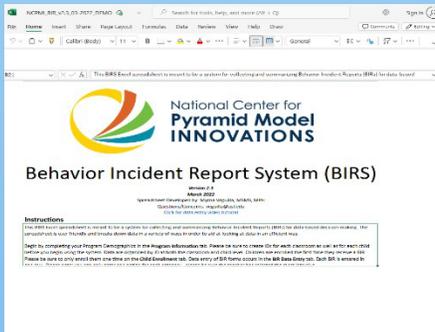
How to print charts in Behavior Incident Report System (BIRS) or any Excel spreadsheet. Download this data tool at:

<https://challengingbehavior.bcs.usf...>



RESOURCE DETAILS The following resources provide data forms and checklists information for BIRS

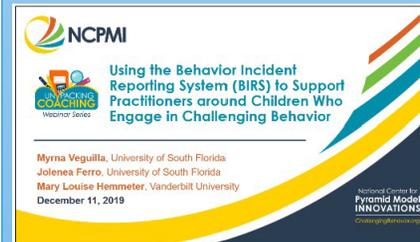
BIRS NCMPI Excel DEMO



Data/Source: The Pyramid Model Consortium

Description: A demo of data Entry Guide provides instructions on using the BIR Excel Spreadsheet.

Using the Behavior Incident Reporting System (BIRS) Presentation



Data/Source: The Pyramid Model Consortium & NCPMI

Description: BIRS Presentation Overview, case study introduction, using BIRS data to understand behavior and acting on the data



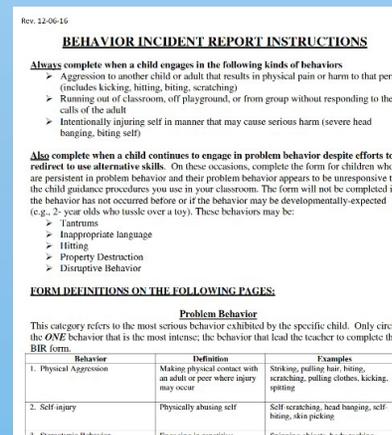
BIRS NCMPI Excel DEMO



Data/Source: The Pyramid Model Consortium & NCPMI

Description: Instructions for using the BIR Excel Spreadsheet.

Behavior Incident Report Instructions



Data/Source: The Pyramid Model Consortium

Description: Instructions for using the BIRs report when a child engages in the following behaviors listed.

FORM DEFINITIONS ON THE FOLLOWING PAGES:

Problem Behavior
This category refers to the most serious behavior exhibited by the specific child. Only circle the ONE behavior that is the most intense; the behavior that lead the teacher to complete the BIR form.

Behavior	Definition	Examples
1. Physical Aggression	Making physical contact with an adult or peer where injury may occur	Slapping, pulling hair, biting, scratching, pulling clothes, kicking, spitting
2. Self injury	Physically abusing self	Self scratching, head banging, self-biting, skin picking
3. Stereotypic Behavior	Engaging in repetitive	Spinning objects, body rocking



RESOURCE DETAILS The following resources provide data forms and checklists information for BIRS

Behavior Incident Report (BIR) Form - Version

The BIR form is a comprehensive document for reporting behavioral incidents. It includes sections for:

- Behavior Description:** A grid for recording specific behaviors such as physical aggression, defiance, and disruptive behaviors.
- Family/Teacher/Staff:** Checkboxes for identifying the source of the behavior.
- Response:** A grid for recording the response given, such as verbal reminders, redirection, or consequences.
- Administrative Follow-Up:** A grid for tracking follow-up actions like targeted group interventions or parent contact.
- Comments:** A space for additional notes.
- Signature/Date:** Fields for the reporting person's name and the date.

Data/Source: The Pyramid Model Consortium

Description: Instructions for using the BIRs report when a child engages in the following behaviors listed.

Early Childhood Program-Wide PBS

This form outlines the benchmarks for a program-wide Positive Behavior Support (PBS) system. It includes:

- Program Name/Location/Team Members:** Identification of the program and those involved.
- Checklist:** A table with columns for 'Critical Elements', 'Benchmarks of Quality', 'Not in Place', and 'Check One' (with sub-columns for 'In Place' and 'Not in Place').
- Staff In:** A section for tracking staff involvement in various benchmarks.
- Family Engagement:** A section for tracking family involvement.

Data/Source: The Pyramid Model Consortium

Description: Pre-Implementation and Annually. Implementation site leadership team.

Early Intervention (Part C) Benchmarks of Quality

This form details the benchmarks for an early intervention program. It features:

- Program Name/Location/Date:** Basic program information.
- Table:** A table with columns for 'Critical Elements', 'Implementation Components', and 'Check One' (with sub-columns for 'In Place' and 'Not in Place').
- Notes:** A section for providing additional context or notes.

Data/Source: The Pyramid Model Consortium

Description: Pre-Implementation and Annually. Implementation site leadership team.

Behavior Incident Report System Training Guide

The training guide provides instructions for using the BIRS form. It includes:

- Training:** Information on where to find training materials.
- Instructions:** A list of key instructions for completing the form, such as 'Always complete when a child engages in the following kinds of behaviors' and 'Always complete when a child continues to engage in problem behavior despite efforts to redirect or use alternative skills'.
- Completing the Form:** A numbered list of steps for accurately and consistently completing the form.

Data/Source: The Pyramid Model Consortium

Description: BIRS training instructions and definitions



RESOURCE DETAILS The following resources provide data instructions

Look, Think, Act - Child Summary Form



Data/Source: The Pyramid Model Consortium & NCPMI
Description: A demo workbook containing dummy data for the 2022-2023 period, illustrating data entry and analysis in the Behavior Incident Report System (BIRS) to help users understand the structure and functionality of the tool.

BIRS Workbook Demo - 2022-2023



Data/Source: The Pyramid Model Consortium & NCPMI
Description: A fillable form for the Look, Think, Act (LTA) process to analyze and address behavior incidents. It helps identify patterns, reflect on strategies, and plan actions, with prompts for assessing the environment, teaching expectations, and adapting strategies.

Leadership Coaching Log Paper Version



Data/Source: The Pyramid Model Consortium
Description: Tracks monthly coaching activities and engagement to streamline PIDS data entry in under 10 minutes, covering planning, meetings, supports, and program progress.

BIR Analytic Elements Overview



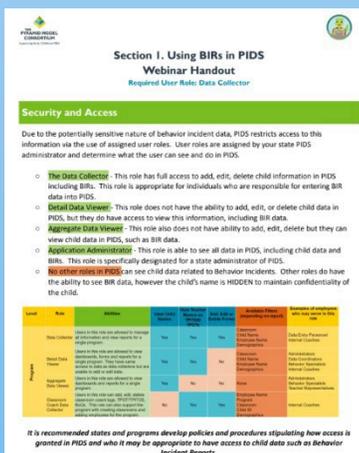
BIR Analytic Elements		
Measure	Analysis	Factors
Behavior incident frequency	<ul style="list-style-type: none"> Program Classroom Child 	<ul style="list-style-type: none"> Type of Problem Behavior Activity Others involved Possible motivation Strategy/Response Administrative follow-up
Disproportionality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

Data/Source: The Pyramid Model Consortium & NCPMI
Description: A summary table outlining key elements for analyzing BIR data, including measures like incident frequency and disproportionality, analysis levels (program, classroom, child), and relevant factors such as problem behavior type, motivation, and demographics.



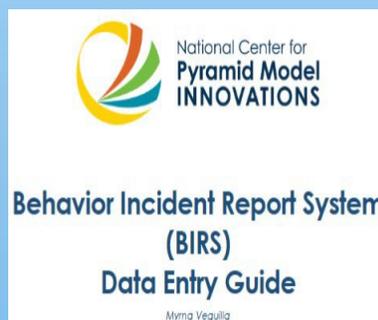
RESOURCE DETAILS: The following resources are guides for BIRS in PIDS.

Using BIRS in PIDS User Guide



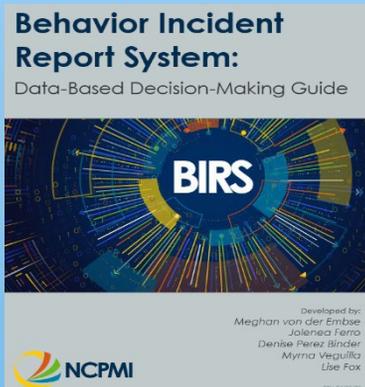
Data/Source: The Pyramid Model Consortium
Description: Using BIRs in PIDS

NCPMI Data Entry Guide



Data/Source: NCPMI
Description: Using BIRs in PIDS

Behavior Incident Report System - Data-Based Decision-Making Guide

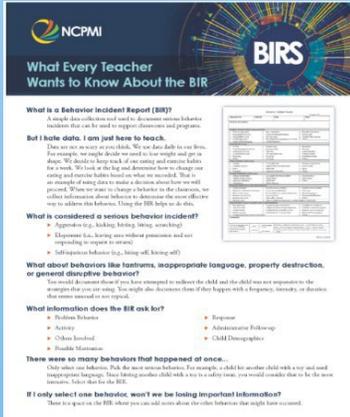


Data/Source: The Pyramid Model Consortium
Description: Data based decision making guide. Look, Think, Act. Review., Classroom level data., child analysis, BIRS equity, and how to share data.



RESOURCE DETAILS The following resources are BIRS overview of data decision-making PDFs

BIRS Teacher Fact Sheet



Data/Source: The Pyramid Model Consortium & NCPMO

Description: This handout has information about the BIR and how teachers will collect data in the classroom.

BIRS Overview Fact Sheet



Data/Source: The Pyramid Model Consortium

Description: Overview of BIRS and its purpose in the Pyramid Model framework.

BIRS FAQ: Behavior Incident Report System Guidance



Data/Source: The Pyramid Model Consortium & NCPMO

Description: This resource answers frequently asked questions regarding the use of the Behavior Incident Reporting System.

BIRS Readiness Checklist



Data/Source: NCPMI

Description: The BIRS Readiness Checklist identifies the components needed to ensure that a program is prepared for BIRS implementation

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.

- 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 here. 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 here. Also, refer to page 6 of this guide for more information on quicker data entry.

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 data entry tutorial or data entry guide for tips on how to speed data entry.

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.

More Questions?

Please Contact your external and Internal coach 😊😊

OR Faustine Saganey PIDS UT Data Collector.,
f.saganey@usu.edu

