**Designing a Behavior Incident Report System in Early Childhood Programs**

What types of data do we need to collect so the staff can monitor programwide efforts? How can we get the most information about our students’ progress toward our goals?

What do we need to know and what will be the least intrusive means to get that data?

Team needs to decide…

1. What behaviors to document (what is above and beyond “average” in classrooms?)
2. What environmental conditions to note (time, location, probable motivation, etc.)
3. Where to send the behavioral reports
4. How to monitor the reports and use them in team decision making

Example might be an incident report with the following:

* The type of problem behavior
* The setting (classroom, bathroom, bus, hallway, or playground), the type of class activity taking place at that time, and any triggers to the behavior
* The persons involved
* The consequences of the behavior

Use the information gathered from the incident reports to know where to focus efforts (reteaching expectations, rules, procedures and increase recognition of students showing appropriate behaviors); to communicate information about the children’s behavior to parents and staff members; to provide information about children who need extra support; to target areas for PD for the staff to better meet the needs of the children.

Graphic reports are easiest to analyze.

Important to get input from the staff who will be using the Incident Reports (both in the development of the forms and follow-up on how well they are working). Also important to train all staff in how to use the forms consistently.

The Behavior Incident Report might need to be tweaked periodically. If you find you consistently have questions that the data can’t answer you may need to add categories to the form. If there is a category that doesn’t seem to be of any use in the decision making process, then take it off of the form. Always look for ways to simplify the process and still get the results you need.

**Classroom Arrangement and Environmental Supports**

When the data shows excessive inappropriate behaviors in the classroom, the first steps will be to re-teach and recognize. In addition, take a close look at the set-up of the classroom and the existing procedures and routines.

* Arrange traffic patterns to reduce open spaces
* Remove obstacles that make it difficult for children to move around the room.
* Include learning materials that will likely promote children’s interactions.
* Use pictures and labels to tell children where things belong.
* Limit the number of children in a given learning center.
* Use picture posters and schedules to help children know what to do.
* Post simple rules that are accessible and developmentally appropriate.

Questions to ask…

* How can we change the environment?
* How can we change the activity?
* How can we change the materials?
* How can we change the requirements or instructions?