



# Guide to Behavior Incident Reporting

How to Use Panorama's Incident Report Templates



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# How to Use Panorama's Incident Report Templates

Educators often struggle to log behavior incidents consistently and with fidelity. Even then, the data collected through incident report forms may not always be what's needed to identify effective positive behavior interventions and supports.


Panorama's free downloadable incident report templates take the guesswork out of creating these forms. This guide will help you get the most out of your incident reporting process.

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# In This Guide:

We're walking through how to use Panorama's Major Incident Template and Minor Incident Template. You can access the templates by [downloading them here](#).

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**Minor Behavior Incident Report Template**

*Instructions: Complete one form for each student involved in the incident.*

**Student Name**

**Behavior Type**  
Which type of incident occurred? (choose one):

- Defiance
- Disruption
- Inappropriate language
- Physical contact
- Property misuse
- Tardy
- Technology violation


**Date & Time**  
When did you observe this behavior?

**Location**  
Where did you observe this behavior?

- Art room
- Assembly
- Bus
- Bus loading zone
- Cafeteria
- Classroom
- Computer lab
- Field trip
- Gym
- Hallway
- Library
- Music room
- Off-campus

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**Major Behavior Incident Report Template**

*Instructions: A major incident is a serious offense and will require additional follow-up. Complete one form for each student involved in the incident.*

**Student Name**

**Behavior Type**  
Which type of incident occurred? (choose one):

- Bullying
- Disruption
- Fighting
- Inappropriate language
- Lying/cheating
- Non-compliance
- Physical contact
- Plagiarism
- Skipping class
- Technology violation
- Theft

**Date & Time**  
When did you observe this behavior?

**Location**  
Where did you observe this behavior?

- Art room
- Assembly
- Bus
- Bus loading zone
- Cafeteria
- Classroom

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# 1. Introduction to Behavior Incident Data Collection

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Getting clear and consistent on what incident data you're collecting and why will make reporting easier and help generate more reliable and usable data.

**Ask yourself: Does your school's behavior incident report lead to actionable data?**

Our behavior incident report templates will help you collect the "Big 5" of behavior data: *what, where, when, who, and how often*. The Big 5 can help you see patterns and check hunches. For example, you can use the data to check an assumption that many fights happen in the halls before fifth grade lunch.

Download or print [the templates in this toolkit](#) to ensure you're collecting the right data. You may wish to modify the templates to meet the needs of your school or district.

## What's the difference between "minor" and "major" incidents?

A minor incident can usually be handled by the teacher or in the classroom. It shouldn't require a referral.

A major incident, commonly referred to as an "office discipline referral," usually involves referral to the main office for follow-up or referral to other support resources.

## The Behavior Data "Big 5"

Your behavior incident report forms include fields that help you identify the Big 5 of behavior data.

### Collecting your data in alignment with these Big 5 categories will help in several ways:

- Inform decisions to improve your school climate.
- Enable you to analyze and prioritize challenges with behavior.
- Guide educators in your buildings to focus on specific areas and set goals for themselves.

### The Big 5 are:

1. *What* are the most frequent types of problem behaviors?
2. *Where* are the most behavior incidents occurring?
3. *When* are behavior incidents occurring?
4. *Who* are the students demonstrating these behaviors?
5. *How often* are behavior incidents occurring?

## 2. Fields Included in All Report Templates

We recommend collecting a few key pieces of data for all incidents. Many of the incident report fields are included to help you to collect the behavior data Big 5. Below is a list of the fields included in both our Minor and Major Behavior Incident Report Templates with an explanation for each.

### Student Name

“Student name” answers the Big 5 question “who?” When more than one student is involved in an incident, the reporter should complete a separate report for each student.

### Behavior Type

“Behavior type” answers the “what?” of the Big 5. This helps you discover trends in incidents. You may wish to add or subtract a behavior from the list we provide to suit your school or district’s needs.

### Date and Time

“Date and time” answers the question “when?” Aggregating the data with spreadsheets or software to display the information in a dashboard will answer “how often?”

### Location

“Location” answers the Big 5 question “where?” This can help you identify places in the building where behavior incidents happen frequently. The locations included in our templates are: art room, assembly, bus, bus loading zone, cafeteria, classroom, computer lab, field trip, gym, hallway, library, music room, off-campus, office, parking lot, playground, and restroom.

### Notes

A notes field enables you to add more color and share valuable knowledge among educators in the building or district. It can be used to record information about the setting and environment in which the behavior occurred to help guide behavior support decisions.

### Reported By

Knowing who reports which incidents can support appropriate follow-up. An educator who consistently reports certain behavior types may need additional support or professional education to help them prevent and respond to those behaviors.



## Behavior Types Included in Templates

Minor Incident	Major Incident	
<ul style="list-style-type: none"><li>• Defiance</li><li>• Disruption</li><li>• Inappropriate language</li><li>• Physical contact</li><li>• Property misuse</li><li>• Tardy</li><li>• Technology violation</li></ul>	<ul style="list-style-type: none"><li>• Bullying</li><li>• Disruption</li><li>• Fighting</li><li>• Inappropriate language</li><li>• Lying/cheating</li><li>• Non-compliance</li></ul>	<ul style="list-style-type: none"><li>• Physical contact</li><li>• Plagiarism</li><li>• Skipping class</li><li>• Technology violation</li><li>• Theft</li></ul>

## 3. Additional Data Collected by Major Incident Reports

Major incidents typically involve referral to the main office or other resources for follow-up. For major incident reports, the exact data you collect may vary based on school, district, or state reporting requirements. Below is a list of additional fields included in our Major Behavior Incident Report Template with an explanation for each.

### Antecedent

This field provides a place to describe what happened directly before the incident occurred. This will be part of the data that will help you to determine perceived motivation of the behavior.

### Consequence

Recording the consequence captures what happened directly after the incident and provides additional information to help determine the function the behavior plays.

### Perceived Motivation

This prompts educators to reflect on what the student might gain from the behavior, i.e. the function the behavior serves based on the antecedents and consequences. For example, a disruptive behavior has an underlying possible motivation to obtain adult attention.

## The “ABCs of Behavior”

You may be familiar with the “ABCs of Behavior”: Antecedents, Behavior, and Consequences.

A few critical additional fields included only in the Major Incident Report will help you to observe behavior via the ABCs, so you can understand the root causes of the behavior and provide the right supports to address it.

These additional fields are labeled as Antecedent, Consequence, and Perceived Motivation.

For example, a student plagiarizes a written assignment and the teacher reports the incident. In this case, the Antecedent was that the student failed the previous assignment. The Consequence of plagiarizing is that the student doesn’t have to write the assignment. The Perceived Motivation may be to avoid or escape hard tasks (writing the assignment).

## Physical Action

Use this prompt to record whether educators used seclusion and/or restraint such as a physical hold. Physical restraint or seclusion should only be used in situations where a student’s behavior poses imminent danger of serious physical harm to the student or others.

## Outcome

In this section record any administrative action taken. The outcomes included in the template are: community service, conference with parent or guardian, conference with student, expulsion, in-school suspension, instruction, out-of-school suspension, restorative conference, time in office.

## Incident Reporting Resources

- [Behavior Incident Reports: Best Practices for Incident Logging](#)
- [Getting Started with PBIS: Your Guide to the “Big 5”](#)
- [Upgrade Your Tiered Supports With Essential Behavior Data: Introducing Panorama Behavior Logging & Analytics](#)



## Root Cause Data Included in Major Incident Templates

Antecedent	Consequence	Perceived Motivation
<ul style="list-style-type: none"> <li>• Academic failure</li> <li>• Activity too long</li> <li>• Conflict at home</li> <li>• Illness</li> <li>• Physical demands</li> <li>• Reprimand or redirection</li> <li>• Socially isolated</li> <li>• Structured activity</li> <li>• Tasks too boring</li> <li>• Tasks too difficult</li> <li>• Tiredness</li> <li>• Unstructured time</li> <li>• With peers</li> </ul>	<ul style="list-style-type: none"> <li>• Accesses a preferred activity</li> <li>• Escapes hard task(s)</li> <li>• Escapes or avoids adult attention</li> <li>• Escapes or avoids negative peer attention</li> <li>• Escapes or avoids physical effort</li> <li>• Escapes or avoids reprimands</li> <li>• Obtains peer attention</li> <li>• Obtains adult attention</li> <li>• Obtains money or things</li> </ul>	<ul style="list-style-type: none"> <li>• Escape or avoid adult attention</li> <li>• Escape or avoid hard tasks</li> <li>• Escape or avoid peer attention</li> <li>• Obtain adult attention</li> <li>• Obtain peer attention</li> <li>• Obtain preferred activity</li> <li>• Obtain preferred item</li> </ul>



## 4. Building a Shared Understanding of the Data

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Consider using meetings and professional development time to provide training and ongoing support to develop a shared understanding of the incident report fields and categories on your forms

Why build a shared understanding of incident reporting data?

- **Ensure data reliability.** Your data will be consistent and meaningful, and aggregate data will be more reliable.
- **Make reporting easier.** Educators won't spend time questioning what a form field is asking, and they will be more likely to report incidents with fidelity.
- **Embed reporting in a systemic approach.** Your team will see how these efforts fit into a systemic approach to behavior that decreases behavior incident occurrences.
- **Move toward equity.** Buildings and districts will minimize bias in reporting when educators have a clear rubric to follow, rather than relying on their gut feelings. Minimizing bias can also help to curb discipline disproportionality.

### Did you know?

Research shows that disproportionality in exclusionary discipline represents one of the most significant problems in education. In fact, the racial discipline gap has been growing since the 1970s. (Source: Losen, Hodson, Keith, Morrison, & Belway, 2015; U.S. Government Accountability Office, 2013.)

### PBIS Leader Resources

- [Positive Behavior Management Research: What District Leaders Need to Know](#)
- [8 Ways to Help Shift Adult Mindsets Around Positive Behavior](#)
- [Getting PBIS off the Ground: How District Leaders Are Rising To Meet the Biggest Challenges](#)
- [PBIS Team Toolkit: 4 Templates and Worksheets](#)



## 5. Analyzing and Acting on the Data

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Collecting data just for the sake of collecting data leaves educators frustrated and, more importantly, misses the opportunity to act on the data to provide supports to students and educators.

Consider how you will share data back to the educators. This can help educators see patterns in their own classrooms or in the behavior types being reported throughout the building.

As a school or district leader, it's essential to analyze behavior trends at the teacher, school, or district level. Use the information to support your leadership team in making data-based decisions that give educators the resources they need to create positive learning environments.

### Example

Miss Jones, the principal at Lincoln Middle School, has two hypotheses about behavior at her school. She thinks that most incidents leading to out-of-school suspensions are happening in seventh grade, and that the most frequent management challenge that her teachers are having this year with behavior is cell phones in class. Miss Jones uses behavior data to explore and learn more about these hypotheses. Based on what she learns, she and her staff can take action to support all students.

### Positive Behavior Intervention Resources

- [Behavior-Specific Praise in the Classroom: The Complete Guide](#)
- [From the Central Office to the Classroom: The Complete Guide to Using Behavior-Specific Praise in Your District](#)
- [5 PBIS Interventions for Tier 1 to Use in Your District Today](#)
- [Our 5 Favorite Behavior and Classroom Management Books For Teachers](#)

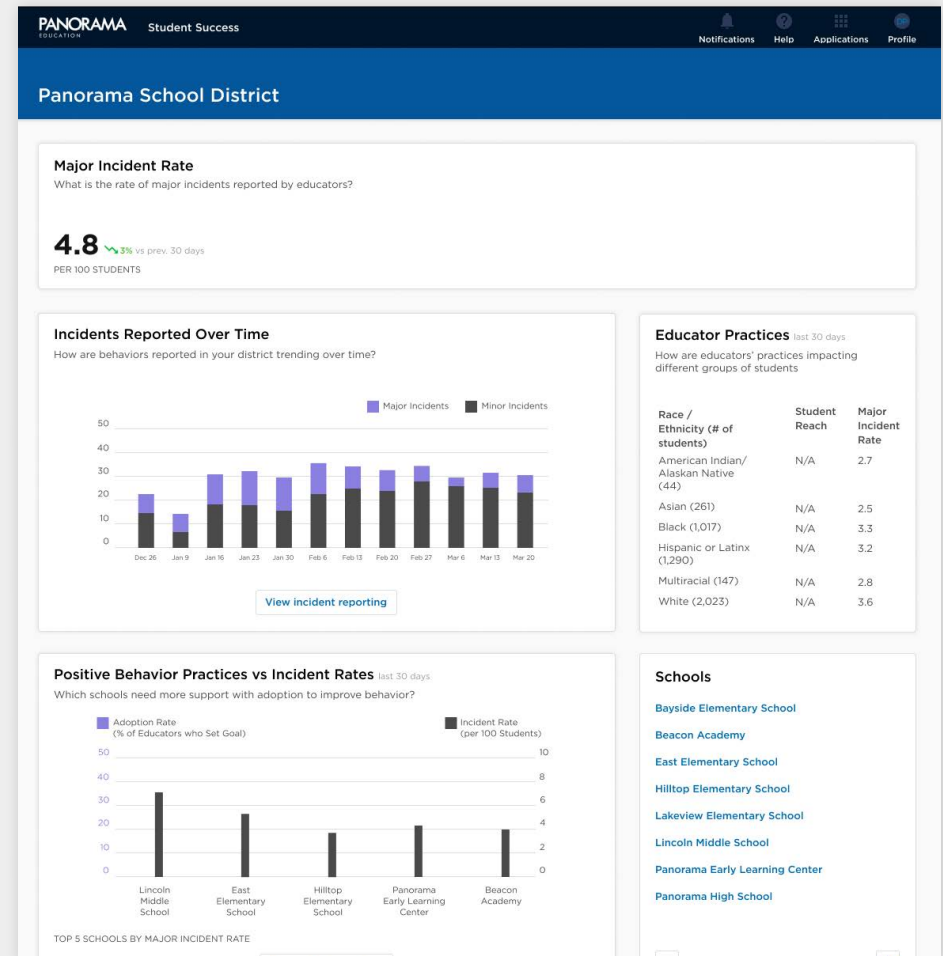


# 6. Scaling Behavior Incident Reporting

Panorama's free behavior incident report templates are based on [Panorama Behavior Logging & Analytics](#). Log major and minor incidents in Panorama with simple workflows to enter the who, what, where, and when of behavior events.

## Learn More About Panorama Behavior Logging & Analytics

If behavior is top of mind for you this school year, take a closer look at [Panorama Behavior Logging & Analytics](#). Connect the dots across academics, attendance, behavior and SEL with unified behavior logging and reporting tools and insights to strengthen your MTSS teams and practices.



# About Panorama Education

Panorama Education partners with K-12 schools and districts across the country to collect and analyze data about social-emotional learning, school climate, family engagement, and more. With research-backed surveys, actionable data reports, and intervention tracking tools, Panorama helps educators act on data and improve student outcomes. Panorama supports more than 15 million students in 25,000 schools across all 50 states, including those in the New York City Department of Education, Dallas Independent School District, Seattle Public Schools, and San Francisco Unified School District.

Learn more about how Panorama Behavior Logging & Analytics can support your school or district.

[Schedule a Meeting With Us](#)

