

AGGRESSIVE MONITORING TRACKER

An incident log with observable facts: date, time, setting, duration, who was notified, and staff initials. Weekly summaries by day and time-of-day pattern. Setting comparison grid. Family communication. Phrase bank. Filled example. Fillable PDF.

LOG Daily Incident Log

One row per incident: date, time block, setting, duration, who was notified, and staff initials. This page holds ten incidents; use additional pages (7) if needed.

STUDENT WEEK OF TIME BLOCK CUTOFFS FROM PAGE 5

DATE	TIME BLOCK	SETTING	DURATION	WHO WAS NOTIFIED	STAFF INITIALS

How to mark it

One row per incident. Date (e.g., Monday 10/2), time block (morning, midday, afternoon), the location where it happened (classroom, hallway, etc.), how many minutes or seconds, who was told right away, and the initials of the staff marking the log. If an incident lasts 2 minutes or less, write "1-2 min"; if more than 10, write the actual time. If no one was notified, write "None".

SUMMARY Weekly Incident Summary by Day

One row per day of the week, showing the total number of incidents that day and the times they occurred. A quick glance at which days had more incidents than others.

STUDENT WEEK OF DAYS WITH NO INCIDENTS: WRITE DATE OR LEAVE BLANK

DAY	INCIDENTS THAT DAY	TIMES (FROM PAGE 6)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

How to read it

Count the incidents from the log (page 6) for each day and write the count. In the right column, list the time blocks those incidents happened in — e.g., if three incidents happened Monday and they were in morning and

PATTERN Time-of-Day Pattern Grid

The incidents for one week grouped by time of day — morning, midday, afternoon — so the team can see whether incidents cluster at certain times.

STUDENT WEEK OF TIME BLOCKS FROM PAGE 5

TIME BLOCK	NUMBER OF INCIDENTS THIS WEEK
Morning	
Midday	
Afternoon	

Why a time block, not a clock time

A log records the exact time of each incident. This summary asks a simpler question: morning, midday, or afternoon, how many incidents in each block. A pattern — most incidents in one column — is information for the team to review at its own meeting. The team's own next step still gets a blank line (page 5).

READING THE GRID

Morning cluster

Most of the week's incidents fall before or shortly after school starts. What's happening during that block is on page 5, written by the team.

Midday cluster

Most of the week's incidents fall around lunch or a midday transition. Page 5 holds the team's own notes on that block.

PATTERN Home and School Setting Comparison

School and home incidents tracked separately, day by day, so the team can see whether the pattern is the same in both settings or shows up in just one.

STUDENT WEEK OF SETTINGS FROM PAGE 5

Count the incidents from the log (page 6) by setting — school, home, or other — for each day of the week.

DAY	SCHOOL	HOME	OTHER SETTING	TOTAL FOR DAY
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Day by day, not just two totals

A single school total and a single home total can hide a day where school had every incident. Reading this grid by row shows whether the

What this grid is not

Not a claim about which setting is responsible for a pattern. It is a side-by-side record, what to do about a difference is the team's own decision (page 5).

SUMMARY Weekly Roll-Up Grid

A one-page summary of the week: total incidents, incidents by time block, incidents by setting, and a total number for the team's threshold.

STUDENT WEEK OF SCHOOL DAYS THIS WEEK

TOTAL INCIDENTS THIS WEEK INCIDENTS IN MORNING INCIDENTS IN MIDDAY INCIDENTS IN AFTERNOON

BY SETTING

INCIDENTS AT SCHOOL INCIDENTS AT HOME INCIDENTS ELSEWHERE

WEEKLY THRESHOLD CHECK

BASELINE (FROM PAGE 5) THIS WEEK'S TOTAL

CHANGE FROM BASELINE?

ACTION NEEDED? (TEAM DECIDES)

The roll-up line

"The week of [date] had [X] incidents: [Y] in the morning, [Z] in the afternoon, [W] at school and [V] at home. The baseline is [baseline]; the change is [more/fewer/turned]." Counts and what changed. Nothing about a cause or next step here; that goes on the family communication page (12) or the team's own notes.

TREND VS. PREVIOUS WEEK

MEASURE COUNT

Last week

This week

EXAMPLE One Week, Filled In

An invented second-grade and an invented classroom. Every count is made up; every total is addition you can check against the logs above it.

Daily Incident Log (page 6) — Four incidents during one week

DATE	TIME BLOCK	SETTING	DURATION	WHO WAS NOTIFIED	STAFF INITIALS
Monday 11/1	Morning	Classroom	3 min	Teacher	JR
Monday 11/1	Midday	Hallway	2 min	Administrator	SB
Wednesday 11/3	Afternoon	Cafeteria	4 min	Parent called	JR
Thursday 11/4	Morning	Classroom	1 min	Teacher	SB

That week: 4 total incidents across two locations — classroom, hallway, and cafeteria.

Weekly Incident Summary by Day (page 8) — Which days had incidents

DAY	INCIDENTS THAT DAY	TIMES (FROM LOG)
Monday	2	morning, midday
Tuesday	0	
Wednesday	1	afternoon
Thursday	1	morning
Friday	0	

Notice: Monday had 2 incidents (morning and midday), Wednesday had 1 (afternoon), Thursday had 1 (morning), and Tuesday and Friday had none.

Setting Summary (page 10) — Where incidents

Time-of-Day Pattern Grid (page 9) — Which time blocks had incidents

TIME BLOCK	NUMBER OF INCIDENTS THIS WEEK
Morning	2
Midday	1
Afternoon	1

The 4 incidents are spread across morning (2), midday (1), and afternoon (1) — no clear time-block pattern for this week.

Why these numbers check

An incident log, recorded once per event. Daily, weekly, and setting-comparison grids summarize the pattern.

IF YOU NEED TO	OPEN	PAGE
Record an incident as it happens, on the same day	Daily Incident Log	6–7
See how many incidents happened each day of the week	Weekly Incident Summary by Day	8
See whether incidents cluster in the morning, midday, or afternoon	Time-of-Day Pattern Grid	9
Compare school and home incidents day by day, not just totaled	Home and School Setting Comparison	10
Turn a week of incidents into a count and a pattern	Weekly Roll-Up Grid	11
Update family on the week's pattern	Family Communication Update	12

An incident log, not a daily behavior grid

A daily grid marks every student every day with a single code (like yes/no). An incident log records the details of each incident that happens: when, where, how long, who was told. This file is the incident log. If the team also wants a daily grid (did an incident occur: yes or no), that is a separate tool, not this file.

The one habit the file assumes

- ☐ The student setup and incident key (page 5) is filled once, so every log entry uses the same six pieces of information.
- ☐ Each row on the incident log (page 6) is one real incident, with its own date, time, and setting. Data only — no interpretation of what caused it.

The team's own rules (write them here once)

YOUR SCHOOL'S DEFINITION OF AN INCIDENT THAT GETS LOGGED (E.G., ANY PHYSICAL AGGRESSION, OR THREATS, OR ATTEMPTS)

THE TIME-BLOCK CUTOFFS (MORNING ENDS AT ____, MIDDAY ENDS AT ____, AFTERNOON ENDS AT __)

THE SETTINGS TRACKED (SCHOOL, HOME, COMMUNITY)

WHO IS RESPONSIBLE FOR MARKING THE LOG (CLASSROOM TEACHER, PARA, ADMINISTRATOR)

When an incident log is not enough

A count of incidents shows a frequency; it does not replace a functional behavior assessment or a behavior support plan. The log records what and when; why requires the team's own analysis and the district's own protocol. This file is the observation; the plan is the team's own work.

One row per incident: date, time block, setting, duration, who was notified, and staff initials. This page holds ten incidents; use additional pages (7) if needed.

STUDENT

WEEK OF

TIME-BLOCK CUTOFFS FROM PAGE 5

DATE	TIME BLOCK	SETTING	DURATION	WHO WAS NOTIFIED	STAFF INITIALS

How to mark it

One row per incident. Date (e.g., Monday 10/2), time block (morning, midday, afternoon), the location where it happened (classroom, hallway, etc.), how many minutes or seconds, who was told right away, and the initials of the staff marking the log. If an incident lasts 2 minutes or less, write "1–2 min"; if more than 10, write the actual time. If no one was notified, write "None".

If incidents cluster at the same time and place

Note on page 5 or in the margin what changed that week (a schedule change, a substitute, a special event, a new peer in the group) so the pattern on this log has context when the team reviews it. What happened before and after matters more than just the count.

If an incident is still happening when you mark it

Fill in what you know: the date, time block, and setting where it started. Write "ongoing" in the duration column if it is not over yet. Update the row once the incident ends so the team knows how long it actually lasted.

Additional Daily Incident Log Pages

Continue the incident log if a week has more than ten incidents. Use as many pages as needed.

STUDENT

WEEK OF

CONTINUED FROM PAGE 6

DATE	TIME BLOCK	SETTING	DURATION	WHO WAS NOTIFIED	STAFF INITIALS

Use this page if needed

If the first log page (6) fills up and there are more incidents, continue the same six columns here. Keep the same week identifier so all incidents for one week are easy to find together.

Print, do not delete

Keep both pages together when filing or handing a copy to the team. The weekly summary (page 8) pulls the total count from all log pages used.

If you run out of room again

Print a second copy of this page (7) and mark it "Page 7, continued" so the team knows you have three pages of logs for that week. The threshold and total count go on the weekly roll-up (11), not on the individual log pages.

When many incidents happen in one day

A day with five or more incidents is worth flagging for the team before the end of the week rather than only at the regular review. Circle the date on this page and note it on page 5 so the pattern is easy to find; what the team does about it is the team's own decision, not something this file recommends.

Time-of-Day Pattern Grid

The incidents for one week grouped by time of day — morning, midday, afternoon — so the team can see whether incidents cluster at certain times.

STUDENT

WEEK OF

TIME BLOCKS FROM PAGE 5

Count the incidents from the log (page 6) that happened in each time block for the week.

TIME BLOCK	NUMBER OF INCIDENTS THIS WEEK
Morning	
Midday	
Afternoon	

Why a time block, not a clock time

A log records the exact time of each incident. This summary asks a simpler question: morning, midday, or afternoon, how many incidents in each block. A pattern — most incidents in one column — is information for the team to review at its own meeting. The team's own next step still gets a blank line (page 5).

READING THE GRID

Morning cluster

Most of the week's incidents fall before or shortly after school starts. What is happening during that block is on page 5, written by the team.

Midday cluster

Most of the week's incidents fall around lunch or a midday transition. Page 5 holds the team's own notes on that block.

Afternoon cluster

Most of the week's incidents fall later in the day. Page 5 holds the team's own notes on that block.

No clear time pattern

Spread evenly across the day. Check page 10 for a setting-based pattern instead.

What a time pattern is for

This grid shows the team where in the day incidents cluster, with nothing printed about what to do next. Bring this page to the team meeting along with the notes on page 5 for that time block; what changes, if any, is the team's own decision.

SUMMARY

Weekly Roll-Up Grid

A one-page summary of the week: total incidents, incidents by time block, incidents by setting, and a total number for the team's threshold.

STUDENT

WEEK OF

SCHOOL DAYS THIS WEEK

TOTAL INCIDENTS THIS WEEK

INCIDENTS IN MORNING

INCIDENTS IN MIDDAY

INCIDENTS IN AFTERNOON

BY SETTING

INCIDENTS AT SCHOOL

INCIDENTS AT HOME

INCIDENTS ELSEWHERE

WEEKLY THRESHOLD CHECK

BASELINE (FROM PAGE 5)

THIS WEEK'S TOTAL

CHANGE FROM BASELINE?

ACTION NEEDED? (TEAM DECIDES)

The roll-up line

"The week of [date] had [X] incidents: [Y] in the morning, [Z] in the afternoon, [#] at school and [##] at home. The baseline is [baseline]; the change is [more/fewer/same]." Counts and what changed. Nothing about a cause or next step here; that goes on the family communication page (12) or the team's own notes.

TREND VS. PREVIOUS WEEK

MEASURE	COUNT
Last week	
This week	
Difference	

How to read this roll-up

Four counts per week: total, time blocks, settings, and the change from baseline. The numbers are the record; what a change means is the team's own read, not something marked here.

Before meeting:

Pages 6–7 (count) • Page 8 (days) • Page 9 (time) • Page 10 (location)

EXAMPLE

One Week, Filled In

An invented second-grader and an invented classroom. Every count is made up; every total is addition you can check against the logs above it.

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That week: 4 total incidents across two locations — classroom, hallway, and cafeteria.

Weekly Incident Summary by Day (page 8) — Which days had incidents

DAY	INCIDENTS THAT DAY	TIMES (FROM LOG)
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Tuesday	0	
Wednesday	1	afternoon
Thursday	1	morning
Friday	0	

Notice: Monday had 2 incidents (morning and midday), Wednesday had 1 (afternoon), Thursday had 1 (morning), and Tuesday and Friday had none.

Time-of-Day Pattern Grid (page 9) — Which time blocks had incidents

TIME BLOCK	NUMBER OF INCIDENTS THIS WEEK
Morning	2
Midday	1
Afternoon	1

The 4 incidents are spread across morning (2), midday (1), and afternoon (1) — no clear time-block pattern for this week.

Setting Summary (page 10) — Where incidents occurred

SETTING	INCIDENTS
Classroom	2
Hallway	1
Cafeteria	1

The 4 incidents happened in classroom (2), hallway (1), and cafeteria (1). Classroom accounts for half of this week's count — a fact for the team to review, not a conclusion this file draws on its own.

Why these numbers check

Every incident above was recorded once on the log; the summaries are tallies of those same incidents, not new scoring. Sarah M. is an invented second-grader and every count here is made up.