

Records Review

Student _____

Reviewer _____

Date _____

Data Source	What to look for	Why?	Notes
Attendance History	Patterns of absences and total number of absences	May give clues about antecedents for problem behaviour and possible skill deficits from lack of opportunity to receive instruction.	
Standardised test scores	Current and historical results of standardised testing	May indicate academic subjects and activities that are most difficult for the student (skill deficits) and may be helpful for identifying at what age/yr. level the deficits became more pronounced (useful for planning curriculum based measurements)	
Report Cards	Grades: patterns, strengths, low skills. Teacher commentary	Learn student strengths and needs; history of success or failure in academic/classroom activities; teacher views and concerns - present behaviors now or long-standing?	

Medical history	Vision and hearing problems as well as other problems that may be related to school performance (e.g. motor difficulties, head traumas, long-term illnesses, current medication use)	Helpful for identifying conditions that may exacerbate existing problematic behaviour or increase the likelihood of other problematic behaviours.	
Social history	Frequent changes in address, foster home placement, recent occurrence of stressful events (e.g. divorce, remarriage of parent, death, number of schools attended)	Points to possible establishing operations or setting events that may be impacting school behaviour.	
Disciplinary history	Types of problematic behaviours, times and locations in which they occurred, disciplinary penalty imposed, and increase/decrease in frequency/intensity of problem behaviour. <i>{e.g., Office Disc Reports, RTC, Buddy Rooms}</i>	Helps to identify patterns of behaviour (antecedents), effective and ineffective disciplinary strategies, and possible maintaining consequences, and helps chart the progression of problematic behaviour.	

Previous related assessment results	Other assessments that have been conducted that focus on academic skills, behavioural functioning, language skills, etc.	Possible changes in function of behaviour, previous antecedents, history of behaviour and interventions, and programming decisions.	
Previous Individually developed interventions	Formal and informal interventions that are documented in some way.	Identify interventions that have been successful or unsuccessful and why they were or were not successful: if successful, why are they not currently being used; likewise, why are unsuccessful interventions continuing to be applied?	
IEP or current BSP	Instructional goals and objectives, how/if they are being taught, how/if they are being monitored, and other data supporting student performance	Provides information on the degree to which the behaviours of concern are being addressed in the classroom and on the extent to which the teacher collects and records behavioural data.	