## **Record Review Guide**

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| Information Needed | Who Might Have Record | What to Look For | Why |
| Office Discipline Referrals (ODRs) | Data Entry Person, Assistant Principal | Types of problematic behaviors, times and locations in which they occurred, disciplinary penalty imposed, and increase/decrease in frequency/intensity of problem behavior | Helps to define problem behavior and identify patterns of events that precede problem behavior (antecedents), effective and ineffective disciplinary strategies, and possible maintaining consequences.  Helps chart the progression of problem behavior. |
| Classroom Minors | Teacher, Data Entry Person, Assistant Principal |
| Absences | Attendance Secretary, Assistant Principal | Patterns and total number of absences | May give clues about antecedents for problem behavior and possible skill deficits from lack of opportunity to receive instruction. |
| Tardies | Attendance Secretary, Assistant Principal | Patterns and total number of tardies | May give clues about tasks/ activities/subjects student may be attempting to avoid or interactions students may be attempting to obtain |
| G.P.A./Grades Reading Assessment Writing Assessment  Math Assessment | Teachers, Interventionists | Current grades and current and historical results of standardized testing | May indicate academic subjects and activities that are most difficult for the student (skill deficits) |
| Health Information  *(if applicable)* | Nurse | 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 increase the likelihood of problem behavior or exacerbate existing problem behavior |
| IEP Information *(if applicable)* | Special Education | 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 behaviors of concern are being addressed in the classroom and if adjustments are made in response to review of data |
| Other:  *i.e. nurse or counselor visits* | Nurse, counselor | Patterns of contacts and total number of contacts | May give clues about tasks/ activities /subjects student may be attempting to avoid or interactions student may be attempting to obtain or avoid |