

Archival Review

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 behavior and possible skill deficits from lack of opportunity to receive instruction.	
Standardized test scores	Current and historical results of standardized 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/grade the deficits became more pronounced (useful for planning curriculum based measurements)	
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 behavior or increase the likelihood of other problematic use behaviors.	
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 behavior.	

Disciplinary history	Types of problematic behaviors, times and locations in which they occurred disciplinary penalty imposed, and increase/decrease in frequency/intensity of problem behavior. <i>{e.g., Office Disc Reports, SMC, Buddy Rooms}</i>	Helps to identify patterns of behavior (antecedents), effective and ineffective disciplinary strategies, and possible maintaining consequences, and helps chart the progression of problematic behavior.	
Previous related assessment results	Other assessments that have been conducted that focus on academic skills, behavioral functioning, language skills, etc.	Possible changes in function of behavior, previous antecedents, history of behavior 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	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 on the extent to which the teacher collects and records behavioral data.	