



VISION - Upward Growth for All

GRAVETTE PUBLIC SCHOOLS – GMS and GHS

CUMULATIVE FOLDER – STUDENT RECORD REVIEW AND ANALYSIS FORM

MISSION - To develop world-class learners and responsible citizens.

GOAL – To maximize the academic and social, emotional, and behavioral progress and proficiency of every student.

Functional Assessment Problem Solving Process

Fill in only the question(s) that apply.

*As a result of the information collected, the teacher(s) decides if s/he/they can independently complete the **functional assessment problem solving process** to determine why the student is exhibiting the identified concerns (using – **Checklist of Possible Hypotheses to Explain Student Difficulties**). At this point, the teacher(s) moves ahead with an instructional adaptation (Step3), or decides that more assistance is needed to complete either the functional assessment and/or intervention process. Then depending on the assessment of the assistance needed, s/he/they (teacher-s) may move to Step 4,5, or .6.*

1. What Child Characteristics/Conditions might be related to the problem?

4. What Teacher Characteristics/Conditions might be related to the problem?

2. What Peer Conditions might be related to the problem?

5. What Classroom/School/District Characteristics/Conditions might be related to the problem?

3. What Curriculum Characteristics/Conditions might be related to the problem?

6. What Family/Neighborhood/Community Characteristics/Conditions might be related to the problem?