

School Paper Trail

Documentation is how you get services. This is the whole file.

10 PRINTABLE PAGES IN THIS KIT

The Behavior GPS Method™ — the 4 moves on every page

1. SPOT THE CLUE — What is the behavior telling you?
2. NAME THE NEED — Say the need out loud before the rule.
3. RUN MONAE'S 3 STEPS — Stop. Breathe. Say what I need.
4. TRACK THE CHANGE — Write what happened. That is your proof.

How to use this kit

- Print it. Do not read all of it tonight.
- Pick the ONE page that matches tonight.
- Put that page on the fridge.
- I DO: you model it. WE DO: you practice it together on a calm day.
- YOU DO: your child tries it alone. Use one page for a week.

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School-ready behavior summary

Your tracker turned into a page the team reads.

DO THIS

1. Write your child's name, grade and today's date.
2. One line: what the behavior looks like, in plain words.
3. The numbers: how many times, how long, over how many weeks.
4. What you have already tried at home, and what helped.
5. What you are asking the school for, in one sentence.

SAY THIS

"Over 4 weeks I logged 19 incidents, mostly between 1 and 2 pm."

"I am asking for a functional behavior assessment."

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

Use your words, not your body.

PRACTICE IT ON A CALM DAY

I DO: I show you. I say the 3 steps out loud.

WE DO: We do the 3 steps together, slow.

YOU DO: You try the 3 steps on your own.

School request letter

Ask for help in writing, the right way.

DO THIS

1. Email the teacher AND the principal on the same message.
2. Subject line: Written request — [child's name] — [date].
3. Paragraph 1: what is happening, with two facts.
4. Paragraph 2: exactly what you are requesting.
5. Paragraph 3: ask for a written reply within ten school days.

SAY THIS

“I am writing to formally request ...”

“Please confirm receipt of this request in writing.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

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Evaluation request (FBA / BIP)

The letter that starts the clock.

DO THIS

1. Put “written request for evaluation” in the first line.
2. Name the area of concern: behavior.
3. Attach your log summary as proof.
4. Say you consent to evaluation and ask for the consent form.
5. Keep a copy and note the date you sent it.

SAY THIS

“I request a functional behavior assessment (FBA) for my child.”

“Please send the consent-to-evaluate form so we do not lose time.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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Teacher “what works” one-pager

Give the teacher your child's manual.

DO THIS

1. Three things that set my child off.
2. Three things that calm my child down fast.
3. The exact words that work — write them out.
4. What NOT to do (raised voice, public correction, sudden change).
5. How to reach me and how fast I will answer.

SAY THIS

“When you say ‘show me your plan,’ he resets. ‘Stop it now’ makes it worse.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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Daily home-school communication sheet

Stop finding out a week later.

DO THIS

1. Print one page per week, Monday to Friday.
2. Teacher circles green, yellow or red for each part of the day.
3. One line for what helped and one line for what happened.
4. You write one line back each night.
5. Keep every sheet. They become your evidence.

SAY THIS

“Could we try this one-page sheet for two weeks?”

1 STOP

Hands still. Feet still.

2 BREATHE

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Incident documentation log

Dated proof, not feelings.

DO THIS

1. Date, time, place, who was there.
2. What you were told, word for word.
3. What you did in response.
4. What the school said they would do.
5. Sign and date each entry the same day.

SAY THIS

“On 3/12 at 1:40 pm I was told by Ms. R that ...”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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Follow-up emails (day 3 / 7 / 15 / 30)

Copy, paste, send — nothing gets dropped.

DO THIS

1. Day 3: “Checking you received my request on [date].”
2. Day 7: “Following up. Please confirm the next step and a date.”
3. Day 15: “I have not received a written reply. Copying the principal.”
4. Day 30: “Requesting the district special education director be included.”
5. Always reply on the old email thread so the dates stay together.

SAY THIS

“I want to keep this moving and stay on the same page.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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“What they said / what it means” decoder

Translate school-speak and reply well.

DO THIS

1. “We will keep an eye on it” = nothing is scheduled. Ask for a date.
2. “He is fine here” = they are seeing a different setting. Share your log.
3. “We do not have the staff” = a resource issue, not a needs issue.
4. “Let's try RTI first” = they can do RTI AND evaluate at the same time.
5. “We will discuss at the next meeting” = ask for the date in writing today.

SAY THIS

“I hear you. Can we put a date on that?”

“I understand. I would still like the evaluation to begin.”

1 STOP

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Records request letter

Get your child's full file.

DO THIS

1. Address it to the school and the district records office.
2. Ask for the complete educational record, including behavior logs.
3. Ask for emails about your child too.
4. Give a delivery method: email PDF or pick up.
5. Note the date. Most states must answer within 45 days.

SAY THIS

"I request a complete copy of my child's educational records."

1 STOP

Hands still. Feet still.

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Paper trail index page

Keep every document in order for the meeting.

DO THIS

1. Number every document as you add it.
2. Write date, type and one-line summary.
3. Keep a paper copy and a phone photo of each.
4. Bring the index on top of the stack to every meeting.
5. Point to the number instead of shuffling papers.

SAY THIS

“That is item 7 in my file, dated March 12.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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