

# ICEL by RIOT Matrix WORKSHEET

Student: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_ Team Members completing RIOT: \_\_\_\_\_

This worksheet is a tool for guiding the team through the process of completing the ICEL by RIOT Matrix. With this worksheet, the team will examine Instruction, Curriculum, Environment, and the Learner (ICEL) by using the process of Review, Interview, Observation, and Testing the hypothesis (RIOT). This worksheet provides examples of sources that may be accessed to provide information for each area. This is not an exhaustive list. **Please attach additional sheets as necessary.**

DOMAINS	R (Review)	I (Interview)	O (Observe)	T (Test)/ Hypothesize	
<b>I (Instruction)</b>	Review of Instruction may include review of: <ul style="list-style-type: none"> <li>▪ Pacing, instructional strategies, grouping</li> <li>▪ Class schedule</li> <li>▪ Permanent products</li> <li>▪ Intervention implementation</li> <li>▪ Rules/expectations</li> <li>▪ Policies on behavior support</li> <li>▪ Response to disruptive behavior (e.g., who, how, when, where)</li> <li>▪ Positive behavior support systems</li> <li>▪ Other _____</li> </ul>	Interviews about Instruction may include interviews with: <ul style="list-style-type: none"> <li>▪ Teachers: regarding their use of effective teaching practices, expectations, alignment of instructional curriculum, preferred practices, RTI implementation</li> <li>▪ Other staff/personnel: Administrators, coaches, Resource Specialist Teacher, DIS providers</li> </ul>	Observations about Instruction may include observations of: <ul style="list-style-type: none"> <li>▪ Teaching practices</li> <li>▪ Evidence of teacher expectations</li> <li>▪ Accommodations/Modifications of teaching materials</li> <li>▪ Classroom routines/management</li> <li>▪ Response to Intervention (RTI) implementation (What intervention is used when the student does not respond to good first teaching?)</li> </ul>	Hypotheses regarding instructional factors:	Possible adjustments to Instruction to effect change (list):
				Response to adjustments made to Instruction:	
<b>C (Curriculum)</b>	Review of Curriculum may include review of: <ul style="list-style-type: none"> <li>▪ Permanent student products</li> <li>▪ Scope and sequence of lessons (e.g., writing, tests, quizzes, worksheets, projects)</li> <li>▪ District Standards and Benchmarks</li> <li>▪ Curriculum materials/guides</li> </ul>	Interviews about Curriculum may include interviews with: <ul style="list-style-type: none"> <li>▪ Teacher: about their teaching philosophy, use of curricular materials, accommodations/modifications</li> <li>▪ Other staff/personnel: about their instructional philosophy, district implementation, expectations, curricula</li> </ul>	Observations about Curriculum may include observations of: <ul style="list-style-type: none"> <li>▪ Access strategies and modified materials</li> <li>▪ Alignment of curriculum to materials and assessments</li> </ul>	Hypotheses regarding curricular factors:	Possible adjustments to Curriculum to effect change (list):
				Response to adjustments made to Curriculum:	
<b>E (Environment)</b>	Review of the Environment may include review of: <ul style="list-style-type: none"> <li>▪ School and classroom rules/expectations</li> <li>▪ Policies on behavior support</li> <li>▪ Response to disruptive behavior (e.g., who, how, when, where)</li> <li>▪ Class size and program type</li> </ul>	Interviews about the Environment may include interviews with: <ul style="list-style-type: none"> <li>▪ Teachers and other staff/personnel: about classroom routines, rules/expectations, behavior management plans, reinforcement, contingencies, overall climate for learning</li> <li>▪ Family: about school and classroom rules/expectations, home/community factors</li> </ul>	Observations of the Environment may include observations of: <ul style="list-style-type: none"> <li>▪ Environmental analysis</li> <li>▪ Individual vs. class compliance</li> <li>▪ Distractions</li> <li>▪ Patterns of interactions among adults and students</li> <li>▪ Room arrangement, physical environment</li> <li>▪ Overall climate</li> </ul>	Hypotheses regarding environmental factors:	Possible adjustments to the Environment to effect change (list):
				Response to adjustments made to the Environment:	
<b>L (Learner)</b>	Review of the Learner may include review of: <ul style="list-style-type: none"> <li>▪ District and health records</li> <li>▪ Cumulative Records (e.g. educational history, onset of the problem behavior, teacher descriptions, patterns of problem behavior)</li> <li>▪ Permanent products, error analysis</li> <li>▪ IEPs</li> <li>▪ Teacher and school intervention records</li> </ul>	Interviews about the Learner may include interviews with: <ul style="list-style-type: none"> <li>▪ Teachers/Staff/Family: about their perception of the problem behavior, patterns of behavior</li> <li>▪ The student: about his/her actions, perception</li> </ul>	Observations of the Learner may include observations of: <ul style="list-style-type: none"> <li>▪ Target behavior including the dimensions and nature of the problem (e.g., antecedents and consequences, scatter plot, frequency, duration, intensity, severity)</li> <li>▪ Present levels of performance</li> <li>▪ Response to Interventions (RTI) (use and effectiveness of support strategies)</li> <li>▪ Patterns of interactions with adults and peers</li> </ul>	Hypotheses regarding personal factors and/or function(s) of behavior:	Possible adjustments to interactions with the Learner to effect change (list):
				Response to adjustments made in regards to Learner:	

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DOMAINS	R (Review)	I (Interview)	O (Observe)	T (Test)/ Hypothesize	
<b>I (Instruction)</b>				Hypotheses regarding instructional factors:	Possible adjustments to Instruction to effect change (list):
				Response to adjustments made to Instruction:	
				Implementation date:	Review date:
<b>C (Curriculum)</b>				Hypotheses regarding curricular factors:	Possible adjustments to Curriculum to effect change (list):
				Response to adjustments made to Curriculum:	
				Implementation date:	Review date:
<b>E (Environment)</b>				Hypotheses regarding environmental factors:	Possible adjustments to the Environment to effect change (list):
				Response to adjustments made to the Environment:	
				Implementation date:	Review date:
<b>L (Learner)</b>				Hypotheses regarding personal factors and/or function(s) of behavior:	Possible adjustments to interactions with the Learner to effect change (list):
				Response to adjustments made in regards to Learner:	
				Implementation date:	Review date: