RIOT/ICEL Matrix: Framework for organizing data sources.

	REVIEW	INTERVIEW	OBSERVE	Test
INSTRUCTION	Describe the primary mode of instructional delivery and expected production. Pace and delivery of instruction. Is this consistent with student needs? **Relevance**	Academic engagement of student when instruction delivery is aligned to learning preferences and processing. What accommodations work best for student? **Generalization**	What do classroom observations indicated? (I.e. differentiated techniques such as scaffolding is very helpful along with the added use of graphic organizers. Lecture does not work well student. Student shows latency in responding to first requests on writing tasks.)	What does formative assessments indicate about instructional level of content- is it appropriate? Use <u>Baseline data</u> from multiple sources. **Use progress monitors, diagnostic assessments, and criterion referenced assessments.** **Appropriateness**
CURRICULUM	Textbook – grade level and instructional level skills are addressed through permanent products, Computer aided instruction, and other curriculum resources. **How do you know?** **Relevance**	Core curriculum at grade level, additional resources added to supplement skill deficit area of disability. **What aspects of the disability/Processing affect interaction with core curriculum?** **Generalization**	Exposure to Core Curriculum and added facilitated supports. **How, when, and Is it enough?**	What is the instructional level and vocabulary level of the curriculum delivery? **Does it match baseline data from multiple sources? Align standards with data on student achievement.** **Are supports evidenced based?** **Appropriateness**
ENVIRONMENT	General Education Setting. Class size? Restorative Practices? Classroom Mgmt? **Relevance**	Variables: i.e. does better with study buddy, use of visuals, and proximity control for academic engagement. Small group instruction for grade level reading. **Generalization**	Rules are easily observed, classroom noise, movement, immediate feedback and redirect observations. Relationships are encouraged, connectedness established? **Classroom organization is essential for the struggling student.**	Essential discipline data for individual student and classroom trends are used as a baseline for strong organizational and classroom variables as they relate to the environment. Heterogeneous grouping, instructional grouping, etc. **Are instructional groups designed and aligned with student data?** **Appropriateness**
LEARNER	Multiple data sources used to determine academic and behavioral strengths and weaknesses. **Relevance**	Describe student's learning strategies, capabilities, and weaknesses. **Generalization**	Student's engagement, production habits, and response to feedback, peer support, etc.	Use multiple data sources: Universal Screening, Progress monitoring, formative, summative, diagnostic assessments. Review RTI, FIE, IEP. **Appropriateness**