

RIOT by ICEL Completed Example

	Review:	Interview:	Observe:	Test:
Instruction	<ul style="list-style-type: none"> Permanent products specific to behavior (posters, classroom rules, visual prompts and reminders) Schedule for teaching behavior Lesson plans for teaching classroom rules and social skills <p>Tools:</p> <ul style="list-style-type: none"> Teacher-Managed Behavior form 	<ul style="list-style-type: none"> Teachers regarding their expectations for student behavior and knowledge of strategies to teach behavior Students about opportunities to practice new social skills, student opinions on activities and instruction <p>Tools:</p> <ul style="list-style-type: none"> CAT Classroom Management Self-Assessment 	<ul style="list-style-type: none"> Instruction of Tier 1 expectations, classroom rules, social skills to ensure inclusion of modeling/role-play, opportunities to practice with feedback Classroom routines and procedures <p>Tools:</p> <ul style="list-style-type: none"> CAT Classroom Management Self-Assessment 	<ul style="list-style-type: none"> Gather information on behavioral performance of class (e.g., % of AET for class) Classroom environment checklists, walk-throughs Systematic manipulations of opportunities to respond, repeated practice, durations, contingencies, group composition, activities. Can't do vs. won't do assessment
Curriculum	<ul style="list-style-type: none"> Scope and sequence of curriculum (targeting developmentally appropriate skills); developmentally appropriate materials and language for lessons Lesson plans to ensure all important steps are included in lesson plans (modeling, role-play, opportunities to practice with feedback) Academic curriculum to determine if appropriate for student skill level Academic curriculum to ensure connection with student interest and culture 	<ul style="list-style-type: none"> Teachers regarding Tier 1 expectations and rules; school and district policies and procedures for behavior Teachers and students regarding Tier 1 expectations, rules for common areas, classroom rules, and social skills lessons Ask students if they know Tier 1 expectations and rules 	<ul style="list-style-type: none"> Classroom and common areas to see if posters provide clear Tier 1 expectations and rules for specific areas; three to five, positively stated, developmentally appropriate Expectations, rules, and social skills lessons Classroom to see if classroom rules are posted and aligned with Tier 1 expectations 	<ul style="list-style-type: none"> Student knowledge of Tier 1 expectations and classroom rules; Systematic manipulations of curriculum difficulty, stimulus presentation, interspersed materials and content Can't do vs. won't do assessment
Environment	<ul style="list-style-type: none"> Classroom schedule, policies, procedures, and management plan Schedule to ensure distractions are minimized, the day is structured and organized and students know what to expect Seating chart, rules, school layout, traffic patterns Strategies that have been used to respond to problem behavior <p>Tools:</p> <p>Teacher-Managed Behavior form</p>	<ul style="list-style-type: none"> Teachers regarding classroom management plans, reward/acknowledgement systems. Students to determine awareness and understanding of rules, expectations, routines/procedures, understand how to get rewarded Teachers about the strategies typically used to respond to problem behavior 	<ul style="list-style-type: none"> Posters provided around schools reflect Tier 1 expectations and rules Routines, transitions, instructional strategies, reward/acknowledgement systems, AET Where and when concerns/problems are most and least likely Interventions or strategies utilized when responding to problem behavior <p>Tools:</p> <ul style="list-style-type: none"> CAT Classroom Management Self-Assessment Teacher-Managed Behavior form 	<ul style="list-style-type: none"> Frequency counts of feedback; Praise; Positive to negative ratio Systematic manipulations of praise, contingencies, escape, work completion, criteria for success and failure, seating, distractions
Learner	<ul style="list-style-type: none"> Permanent products (class work and homework) related to productivity (work completion), accuracy of work. 	<ul style="list-style-type: none"> Family, student, and teacher regarding culture, student interest, motivators, strengths, weaknesses. 	<ul style="list-style-type: none"> Student and teacher interactions, student academic engaged time, positive-negative ratio specific to student 	<ul style="list-style-type: none"> Manipulations of antecedents and contingencies Surveys, checklists, behavior rating scales