



Broward County Public Schools
Diversity, Prevention & Intervention Department



RIOT X ICEL

An organizing framework to guide effective data collection and problem analysis during the 4 Step Problem Solving Process.

	R Review	I Interview	O Observe	T Test
I Instruction "How?"	Permanent products: <ul style="list-style-type: none"> • Classroom schedule • Lesson Plans • Pacing • Projects • Worksheets • Written pieces & Tests 	Teacher about: <ul style="list-style-type: none"> • Expectations • Curriculum materials • Scope & sequence • Use of effective teaching and evaluation practices 	Teacher: <ul style="list-style-type: none"> • Antecedent conditions • Consequences • Expectations • Pace • Practices 	<ul style="list-style-type: none"> • Checklists & questionnaires • Classroom environment scales • Self-reports • Student opinions & responses about instruction and teacher
C Curriculum "What?"	Permanent products: <ul style="list-style-type: none"> • Books • Curriculum guides • Materials • Scope & sequence • Standards/Benchmarks • Worksheets 	District staff/coaches about: <ul style="list-style-type: none"> • Effective implementation and expectations of curriculum Teacher about: <ul style="list-style-type: none"> • Use of curriculum • Content & application • Scope & sequence 	<ul style="list-style-type: none"> • Alignment of assignments with goals and objectives • Alignment of teacher talk with curriculum • Curriculum modification • Student interaction with materials & tasks 	<ul style="list-style-type: none"> • Level of assignment and curriculum material difficulty • Opportunity to learn • Student's opinions about what is taught • Text readability
E Environment "Where?"	<ul style="list-style-type: none"> • Class size & demographics • Classroom/School rules • Local achievement data • Procedures & routines • School policies • Social & cultural norms 	Parents, principal, teachers, support staff about: <ul style="list-style-type: none"> • Behavior management plans • Class rules • Class routines 	<ul style="list-style-type: none"> • Distractions • Health/safety violations • Interactions and causal relationships • Setting conditions • Student, peers, teachers 	<ul style="list-style-type: none"> • Aggregated peer performance • Checklists & questionnaires • Classroom environment scales • Established local academic norms
L Learner "Who?"	<ul style="list-style-type: none"> • Attendance & health records • Error analysis • Permanent records: educational history, onset & duration of problem • Teacher perceptions of the problem, pattern of behavior • Test performance 	Parents, principal, teachers, support staff about: <ul style="list-style-type: none"> • How they perceive the problem Student's through: <ul style="list-style-type: none"> • Behavioral rating scales and structured interviews 	<ul style="list-style-type: none"> • Dimensions and nature of the problem • Knowledge of expectations • Response to Intervention • Target behaviors 	<ul style="list-style-type: none"> • Curriculum-based assessment • Discrepancy between setting demands (instruction, curriculum, environment) and student performance • Functional hypothesis of performance deficit • Student performance

(adapted from Howell & Nolet, 1999)