ICEL by RIOT Definitions

The ICEL domains are used to investigate the factors affecting the student's learning environment:

Instruction: refers to teaching practices, including accommodations and modifications made to the instructional program. Instructional components that may be considered include: lesson pacing, use of technology, learning activities, student groupings, and other classroom strategies.

Curriculum: refers to the educational programs used in the classroom, which are based on the academic skills in the content areas (English, Math, History, and Science, etc.) that students are expected to master. Through examination of the curriculum, the team is able to identify and/or assess the need for individualized support in a specific academic area and also determine the appropriateness of fit between the student's needs and the educational program(s).

Environment: refers to the characteristics of the physical surroundings that directly impact academic success, in positive or negative ways. Some examples of environmental factors include: classroom environment, physical room arrangement, class size, presence of peers, presence of adults, visual representations of behavior support. It is important to consider home and community elements.

Learner: refers to the student as an individual. Personal and unique aspects and traits of the student should be considered, including but not limited to strengths, weaknesses, needs, interests, and health. Special education eligibility (if applicable), psychological factors, and behaviors are all part of this domain.

RIOT outlines the actions taken to investigate the ICEL domains listed above:

Review: Review the educational records and relevant permanent products (e.g., cumulative file, progress reports, behavior contracts, reward charts, work samples). Collect evidence related to the behavior(s) of concern. Collect evidence from records and permanent products related to all ICEL domains (i.e., instruction, curriculum, environment, learner).

Interview: Interview stakeholders who have direct experience with student(s) in regards to the behavior(s) of concern. Stakeholders may include school staff members and parents/guardians. Interviews may be conducted in person, via email, and/or over telephone. All relevant ICEL domains (i.e., instruction, curriculum, environment, and learner) must be addressed through the interviews.

Observe: Conduct observations across educational settings (e.g., classroom, recess/lunch). Identify and record facts regarding the behavior(s) of concern. Collect relevant behavioral data (e.g., frequency, duration, antecedents, consequences, intensity, severity). Conduct observations to address all applicable ICEL domains (i.e. instruction, curriculum, environment, and learner).

Test/Hypothesize: Develop hypotheses regarding the factors that contribute to, or support, the behavior(s) of concern. The team should collaborate to determine a course of action to address the areas of concern revealed through the examination of the ICEL areas. Once complete, the team should proceed to the Test stage. **Test** hypotheses regarding the behavior(s) of concern through the implementation of adjustments/interventions in all applicable ICEL domains (i.e., instruction, curriculum, environment, learner) for a sustained period of time. Ensure the fidelity of implementation through monitoring, feedback, and support of staff members.