

**Application of the TBI-SNNAP to the ICEL/RIOT Matrix**

		<b>Interview</b>	<b>Observe</b>	<b>Test</b>
<b>Instruction Review</b>	<p><b>Review</b> all relevant past/present records of instruction including but not limited to: student grades, state/local assessments, tests, quizzes, work samples, special education Individualized Educational Program goals, etc.</p> <p><b>Review</b> all information about instructional practices, variables, and strategies including but not limited to: instruction delivery sources, instruction delivery format, type of material(s) used in instruction, instruction strategies, and administrative evaluations of instruction</p>	<p><b>Interview</b> possible informants (e.g. student, parents/guardian, teacher, paraprofessionals, principal) about instructional delivery style, type of materials used during instruction, how students are grouped during work sessions, opportunities provided for student to respond, opportunities to solicit help, expected ratio of frustration to success in work assignments, discipline and rules, etc.</p>	<p><b>Observe</b> classroom instruction by teacher, paraprofessional, and/or parent; student response to classroom instruction; use of technology during instruction by teacher, paraprofessional, and student; use of instructional materials; student participation in instruction (passive, active); peer interaction during instruction; etc.</p>	<p><b>Assess</b> effectiveness of instructional delivery style, type of materials used in instruction, how students are grouped during work sessions, opportunities provided for student to respond, opportunities to solicit help, expected ratio of frustration to success in work assignments, discipline and rules, on student progress, achievement, success, etc.</p>
<b>Curriculum</b>	<p><b>Review</b> all relevant materials such as textbooks, workbooks, worksheets, etc. used in teaching curriculum. Explain how materials are used in teaching curriculum.</p>	<p><b>Interview</b> possible informants (e.g. student, parents/guardian, teacher, paraprofessionals, principal) about subject content, scope and sequence, etc.</p>	<p><b>Observe</b> student response to curriculum content and sequence, etc.</p>	<p><b>Assess</b> the effectiveness of subject content , scope and sequence, etc. on student progress, achievement, and success, etc.</p>
<b>Environment</b>	<p><b>Review</b> the school environments the student visits regularly (e.g. classroom, hallway, playground, lunchroom, etc.). Discuss relevant environmental variables (e.g. possible distractions, lighting, student seating arrangement, etc.).</p>	<p><b>Interview</b> possible informants (e.g. student, parents/guardian, teacher, paraprofessionals, principal) about distractions (e.g. lighting, noise levels, seating arrangement, room temperature, proximity of student to other students, doorways, etc.)</p>	<p><b>Observe</b> environment for distractions (e.g. lighting, noise levels, doorways, windows, seating arrangement, room temperature, proximity of student to peers other students, etc.).</p>	<p><b>Assess</b> the impact of distractions (e.g. lighting, noise levels, doorways, windows, seating arrangement, room temperature, proximity of student to other students) on student progress, achievement, and success.</p>
<b>Learner</b>	<p><b>Review</b> relevant student school/agency/ psychological reports, school/agency counseling records, parent interviews data, student interview data, hospital/medical reports, psychiatric reports, disciplinary referral records etc. Identify significant information related to referral.</p>	<p><b>Interview</b> possible informants (e.g. student, parents/guardian, teacher, paraprofessionals, principal) about student's social skills, motivation level, learning strengths/weaknesses, interests/dislikes, friends/peers, leisure activities, eating habits, sleep patterns, medical conditions, psychiatric conditions, hearing, vision, counseling/therapy, etc.</p>	<p><b>Observe</b> interaction between student and environment, student response to environmental distractions, etc.</p>	<p><b>Assess</b> the impact of student's social skills, motivation level, learning strengths, learning weaknesses, interests, dislikes, circle of friends/peers, leisure activities, eating habits, sleep patterns, medical conditions, psychiatric conditions, hearing, vision, counseling/therapy, etc. on student progress, achievement, and success, etc.</p>

Adapted with permission from: Heartland Area Education Agency, (2000) *Special Education Procedures Manual*. Heartland AEA 11: Johnston, Iowa.

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