

## Analyzing the TIB-T and SLP Together

1. Begin by reviewing the student's strengths and positive traits as identified in the SLP. Once those traits are identified, consider which teaching techniques in the TIB-T maximize those strengths. Are those practices being used as much as possible? How could helping the student take his/her strengths to a new level address some of the challenges?
2. What are some of the identified challenge areas? How do those challenge areas align with TIB-T techniques that are either used a lot or very little in the classroom? Could any of those challenge areas possibly be better supported if you were to adjust the frequency of the technique's use?
3. In reflecting on your responses to the first two questions, if you have determined that students could be better supported through increased use of certain baseline techniques, develop a plan to increase your use of up to three techniques (maximum), over the course of several weeks. As it takes time to develop new teaching habits and see evidence of how the general techniques support students, not implementing too many techniques at once is important. The techniques need to be used consistently to show benefit.
4. After four weeks (two weeks at the secondary level), if student challenges are continuing, move on to phase 2 of the protocol unless it is clear that you need to further bolster baseline techniques in the classroom. If that's the case, do another TIB-T, and follow the steps outlined here.