

RIOT and ICEL Matrix

	Instruction	Curriculum	Environment	Learner(s)
General Hypothesis	Is the instruction evidence-based, explicit, and intense enough?	Does the curriculum match the students' need(s)? Do they have the prerequisite skills to access it?	Does the environment support learning in a positive, proactive way?	Does the instruction, curriculum, and environment consider learners' characteristics?
Review:	<ul style="list-style-type: none"> permanent products or lesson plans for previous strategies and interventions used; instructional demands; differentiation provided; types of responses by students previous instruction for practices or interventions used 	<ul style="list-style-type: none"> lesson plans for skills taught in relation to students' mastery of skills; scope and sequence of skills; learning objectives relative to student skills; massed versus distributed practice; juxtaposition of examples used for concepts 	<ul style="list-style-type: none"> lesson plans for extent to which behavioral expectations were taught seating charts or arrangement for access to materials, board, sound in room 	<ul style="list-style-type: none"> products or gradebook for comparing student(s) scores to classroom average or others in group records for health history; attendance; previous test results and patterns previous instruction for response and change in skills
Interview:	<ul style="list-style-type: none"> teacher for intended versus actual use of strategies; perceptions of use of strategies peers for perception of tasks and instruction 	<ul style="list-style-type: none"> teacher for adherence to curriculum, pacing, lessons, etc.; alignment of core with interventions and of needs of student(s) 	<ul style="list-style-type: none"> teacher for teaching of expectations and routines; use of classroom management strategies students for perception of climate, structure, and routines 	<ul style="list-style-type: none"> perception of needs and skills; perceptions between classes or core versus intervention(s)
Observe:	<ul style="list-style-type: none"> lessons for adherence and use of evidence-base practices task demands; completion of tasks by student(s); opportunities to respond and accuracy of responses; focus of instruction compared to students' mastery of skill along instructional hierarchy 	<ul style="list-style-type: none"> fidelity to content/lesson plans alignment of objectives, use of curriculum, content covered between classrooms, settings, etc.; clarity of learning objectives 	<ul style="list-style-type: none"> physical environment interactions among students and among student-staff/teacher feedback (error correction and praise) provided 	<ul style="list-style-type: none"> behavior patterns (antecedents, behaviors, responses) student engagement with content
Test:	<ul style="list-style-type: none"> administer fidelity checklists or measures of instructional practices manipulate instructional practices or demands and measure effect on student(s') responses 	<ul style="list-style-type: none"> determine readability of texts, assignments, etc. in relation to student reading level manipulate difficulty of material or manner in which it's presented to measure effect on student(s') responses 	<ul style="list-style-type: none"> administer classroom environment scales compare student(s') performance between settings or classrooms 	<ul style="list-style-type: none"> direct assessment to determine student's mastery of skills along instructional hierarchy administer/examine diagnostic data for student(s') conduct error analysis to determine error patterns direct behavior rating to quantify behaviors of concern

Harlacher, J., Potter, J., & Collins, A. (2024). *Untangling data-based decision making: A problem solving model to enhance MTSS*. Marzano Resources.