*Matrix includes examples, but is not an exhaustive list of data sources for hypothesis validation

*RIOT X ICEL MATRIX	R Review	I Interview	O Observe	T Test
I Instruction	E.g., Permanent products, e.g., written pieces, tests, worksheets, projects	E.g., Teachers' thoughts about their use of effective teaching and evaluation practices, e.g., checklists	E.g., Effective teaching practices, teacher expectations, antecedent conditions, consequences	E.g., Classroom environment scales, checklists and questionnaires; Student opinions about instruction and teacher
C Curriculum	E.g., Permanent products, e.g., books, worksheets, materials, curriculum guides, scope & sequence	E.g., Teacher & relevant personnel regarding philosophy (e.g., generative vs. supplantive), district implementation and expectations	E.g., Classroom work, alignment of assignments (curriculum materials) with goals and objectives (curriculum); Alignment of teacher talk with curriculum	E.g., Level of assignment and curriculum material difficulty; Opportunity to learn; A student's opinions about what is taught
E Environment	E.g., School rules and policies	E.g., Ask relevant personnel, students & parents about behavior management plans, class rules, class routines	E.g., Student, peers, and instruction; Interactions and causal relationships; Distractions and health/safety violations	E.g., Classroom environment scales, checklists and questionnaires; Student opinions about instruction, peers, and teacher
L Learner	E.g., District records, health records, error analysis, Records for: educational history, onset & duration of problem, teacher perceptions of the problem, pattern of behavior problems, etc.	E.g., Relevant personnel, parents, peers & students (what do they think they are supposed to do; how do they perceive the problem?	E.g., Target behaviors – dimensions and nature of the problem	E.g., Student performance; find the discrepancy between setting demands (instruction, curriculum, environment) and student performance