Problem Identification Case Examples

Behavioral Case:

Victor was referred by Mrs. Jones because of her concerns with his low rate of compliance. She identified following directions within 10 seconds of a given instruction or command as the desired replacement behavior for Victor. His difficulties with compliance are interfering with his ability to follow directions, to remain on task and to receive the necessary amount of academic engaged time. His difficulties with compliance are also interfering with his ability to acquire skills such as, learning his letters and writing his name. Baseline data were collected on Victor's rate (see graph attached) of compliance with the following result: Victor's rate of compliance was 27%, the peer's rate of compliance was 42% and the teacher expectation was 75%.

Cumulative records indicate that Victor has good attendance and no known health issues. Therefore, there is no information that exists in his cumulative record which indicates his academic difficulties are due to issues other than the referred problem behavior.

Use the 5 steps of problem identification to make a Tier I decision for Victor.

1. What is the replacement behavior?
   Victor will comply with teacher directions within 10 seconds of a given instruction in 75% of opportunities possible.

2. What is the student's current level of performance?
   Victor's rate of compliance is 27%

3. What is the expected level of performance?
   Mrs. Jones' expectation is 75%

4. What is the peer level of performance?
   The average compliance in Mrs. Jones' class was 42%

5. Gap Analysis
   a. What is the gap between the expected level and the student?
      75/27=>2

   b. What is the gap between the peer level and the student?
      42/27 = >2

   c. What is the gap between expected level and peer level?
      74/42 = <2 (but not much less)

Make a Tier I decision and justify your decision.

Target Tier I and monitor Victor and his peers. Although there is a significant gap between Victor and the expected level of performance, there is not a significant between Victor and his peers. In addition, Victor's peers are not meeting the expected level of performance (even though there is not a significant gap between the peers and the expected level)

Academic Case:

       Ms. Jones referred Janice to the Anclote Problem Solving Team after the second DIBELS benchmark assessment. She is concerned about Janice's progress in developing phonemic awareness. In addition to what Ms. Jones has observed in the classroom, Janice correctly identified only 5 correct initial sounds in one minute at the second DIBELS benchmark assessment. The district benchmark for low-risk of future reading problems was 19 correct initial sounds in one minute and the benchmark for the next (third) DIBELS benchmark assessment is 25 initial sounds in one minute.

       A review of the second benchmark performance of Ms. Jones' class showed that the class average for correctly identifying initial sounds was 21 at the second benchmark. In addition, a review of Janice's cumulative folder showed that she has never been absent and has no current health concerns.

Use the 5 steps of problem identification to make a Tier I decision for Janice.

6. **What is the replacement behavior?**
   Janice will read 25 initial sounds in one minute at the third DIBELS benchmark assessment.

7. **What is the student's current level of performance?**
   Janice's score at the second DIBELS benchmark assessment was 5 Initial Sounds per Minute.

8. **What is the expected level of performance?**
   The district benchmark for Initial Sounds per Minute at the second DIBELS assessment was 19 Initial Sounds per Minute.

9. **What is the peer level of performance?**
   The average performance of students in Ms. Jones class at the second DIBELS assessment was 21 Initial Sounds per Minute.

10. Gap Analysis
    a. **What is the gap between the expected level and the student?**
       19/5 = >2

    b. **What is the gap between the peer level and the student?**
       21/5 = >2

    c. **What is the gap between expected level and peer level?**
       19/21 = 0

Make a Tier I decision and justify your decision.

    Move to Tier II Problem Analysis to determine Janice's educational needs. There is a significant gap between Janice and both the expected level of performance and peer level of performance. Effective instruction has occurred in the classroom but Janice has not responded to the core curriculum.
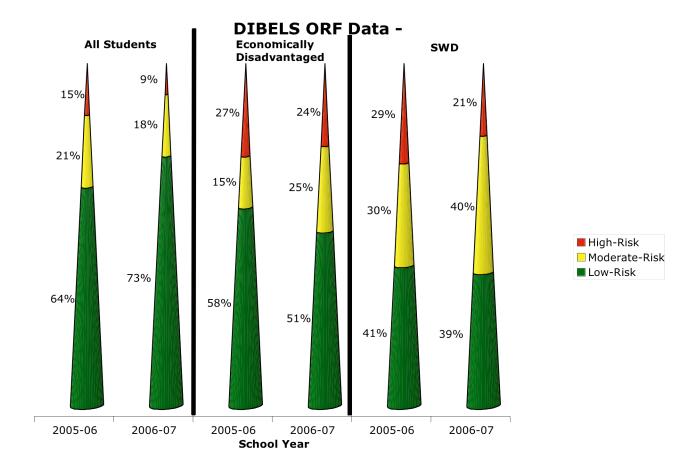
School Level Data Review Worksheet

Your PS/RtI Project ID:

Your PS/RtI Project ID was designed to assure confidentiality while also providing a method to match an individual's responses across instruments. In the space provided (first row), please write in the last four digits of your Social Security Number and the last two digits of the year you were born. Then, shade in the corresponding circles.

⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

Case Study

You are asked by your school principal to review school-level data and answer a number of questions for her. The data that are provided in the graphic below are DIBELS Oral Reading Fluency data and represent the % of students in the identified categories who scored within the low-, moderate-, and high-risk ranges. The first pair of charts represents all students in grades 1-5. The second pair of charts represents students on free-reduced lunch (i.e., Economically Disadvantaged) in grades 1-5. The final pair of charts represents students with disabilities (SWDs) in grades 1-5. Data from the end of the year DIBELS window (i.e., Spring) for the 2005-06 and 2006-07 school years are provided. After reviewing the data from the graphic below, please answer the questions that follow.

DIBELS ORF Data -

All Students | **Economically Disadvantaged** | **SWD**

All Students:
- 2005-06: 15%, 21%, 64%
- 2006-07: 9%, 18%, 73%

Economically Disadvantaged:
- 2005-06: 27%, 15%, 58%
- 2006-07: 24%, 25%, 51%

SWD:
- 2005-06: 29%, 30%, 41%
- 2006-07: 21%, 40%, 39%

Legend:
- High-Risk
- Moderate-Risk
- Low-Risk

School Year

Case Study Questions

1. Rank from highest to lowest the groups and years for which core instruction is most effective. Be sure to include all 6 possibilities in your response.

2. Which group(s) of students should receive highest priority for monitoring while modifications to core instruction are being made? Justify your decision.

3. Which group(s) of students is most likely to be referred for additional intervention—regardless of any label they might have? Justify your decision.

4. Based on the data from the previous two school years, for which of the three groups of students depicted above, if any, will core instruction potentially be effective at the end of this school year (i.e., 2007-08)? Justify your decision.

5. Assume that modifications were made between the 05/06 and 06/07 school years for all groups of students at all levels of risk. Which group(s) of students at what level(s) of risk made the greatest improvement across the two years? Justify your decision.

Thank you!   «School_ID»