Florida's Problem Solving / Response to Intervention Project
Year Three SBLT Training Outline

Y3D1
Problem Solving
Case Study Example
T3 Prob ID
       T1, T2, T3 data source
       Link to T1, T2, T3 Context
       Using T2 data to determine effectiveness of T2/ appropriateness of T3
intervention
T3 Problem Analysis
       Hypothesis Generation, Validation, Predictions Statements
*Worksheet PI, PA

School Blueprint - Consensus
       K12 Spectrum Data
       Bring District Blueprint
           Involve DLT Rep

Y3D2
Case Study Review
Review Y3D1 Content Briefly
Skill Assessment Performance Review
Integrated T1, T2, T3 Scheduling with examples

Review of Master Schedule & Resource Maps

T3 Intervention Development
       Characteristics of T3 Interventions
       Intervention Support

Comprehensive Intervention Plan T3 Columns 1 & 2
Green Book Examples/References
*Worksheet Intervention Dev

School Blueprint - Infrastructure

       Bring District Blueprint
           Involve DLT Rep
Collect School Blueprint – Consensus

Y3D3

Case Study Review
Review Y3D2 Content Briefly
Skill Assessment Performance Review

T3 Intervention Design
    Intervention Integrity
    Documentation
    Examination of Integrity measures currently used T3 RtI

T3 RtI
    Progress Monitoring
        Arrangements (frequency, data source, who, etc)
    Content specific measures
    Decision Rules
        Subsequent Action (Positive, Questionable, Poor)
        Movement among Tiers relative to student need
*Worksheet Response to Instruction/Intervention

Complete Comprehensive Intervention Plan with supporting Resource Map & Schedule

Eligibility Preview – SLD TAP

Surveys - Satisfaction, Practices

School Blueprint - Implementation
    Bring District Blueprint
        Involve DLT Rep
Collect School Blueprint – Infrastructure

Y3D4
Review Y3D3 Content Briefly
Skill Assessment Performance Review
Case Study - 2 alternate outcomes

Using PS/RtI data for consideration of ESE eligibility

Surveys - Beliefs, Skills

Collect School Blueprint - Implementation

Case Study-Revised: Randy
Age: 8-4
Grade: Repeating 3rd grade
Date: 11/13/08

Randy was referred to the School Based Intervention Team due to a history of poor academic performance in the area of reading. Randy is a repeating third grader who has been receiving supplemental instruction in a small group since the beginning of the school year. Attached documentation reveals that while others in the group improved significantly, Randy continues to struggle. A review of intervention integrity data indicates that Randy has been present for 99% of his scheduled supplemental instruction sessions.

Currently, Randy's teacher is primarily concerned about his high error rate, his lack of attention to punctuation while reading, and his omissions and substitution of words that begin with the same initial sound. His teacher reported that these errors directly impact Randy's ability to understand what he reads. Randy's teacher would like for him to fluently read grade level text and use appropriate self monitoring skills while reading.

Randy is currently reading significantly below grade level. Results of a miscue analysis indicate that Randy rarely self-corrects errors while reading, often omits basic sight words (e.g., he, she, that) and substitutes words that begin with the same initial sound (e.g., back for boat).

On the Fall DIBELS oral reading fluency (ORF) assessment, Randy read 78 words correct per minute with 75% accuracy. The median ORF score for the peers in his class was 80 words per minute with an accuracy score of 98%. The third grade Fall ORF benchmark is 77-96 words correct per minute with an expected accuracy of 95% to 100%. At the time of the Fall screening, 82% of Randy's class was meeting the benchmark of 95% accuracy – see Figure 1. On his most recent ORF probe, Randy's accuracy was 76% while the median of those receiving the same supplemental support as Randy was 96% - see Figure 2. Randy is represented on the graph by the red dot.

A number of hypotheses explaining reasons for his inaccuracy have been proposed.

Randy is having difficulty reading accurately because:

1. The curriculum being delivered to him does not address reading fluency and accuracy.

2. Randy does not have adequate decoding skills to read accurately and fluently.

3. Randy does not self-monitor while reading.

4. Randy does not have adequate grade level sight words.

For hypothesis 1, a review of the adopted curriculum supports that the curriculum materials address fluency and accuracy. In addition, the daily instructional routine targets the major areas of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language) as well as spelling and grammar.

For hypothesis 2, results of several informal running records administered by Randy's teacher indicate that Randy has adequate decoding skills at the developmental level. He is able to apply the letter-sound correspondence to known and unknown words accurately while reading isolated sentences. However, Randy makes careless errors while reading connected text in paragraphs and he rarely self-corrects words misread. This is also supported by teacher-based assessments and informal observations during guided reading and workstations.

For hypothesis 3, to determine if Randy has the skills to use appropriate self-correction strategies, two untimed passages were used with a simple table tapping procedure introduced during the second passage. First, Randy was given a reading passage from his grade level reading materials and was asked to read the passage aloud independently, without timing. He was able to read the grade level passage with 67% accuracy.

Another passage of the same difficulty level was administered to Randy, except this time when Randy made an error while reading his teacher tapped the table with a pencil, immediately prompting Randy to reread the word misread. Randy's accuracy rate improved to 90% with this procedure. The pencil tap test suggests that Randy has the skills to be able to correct errors, but does not automatically (or independently) employ them while reading.

In addition, Randy's teacher reported that when Randy was given the task to read the words he misread in the passage in isolation (on an index card), he was able to complete this task with 95% accuracy. This suggests that he is able to accurately read these words in isolation.

In conjunction, these tasks suggest that Randy has adequate decoding abilities, however when presented with connected text in paragraphs, he does not apply those skills consistently.

For hypothesis 4, Randy was presented with a list of grade level sight words (untimed), which he was able to read with 97% accuracy.
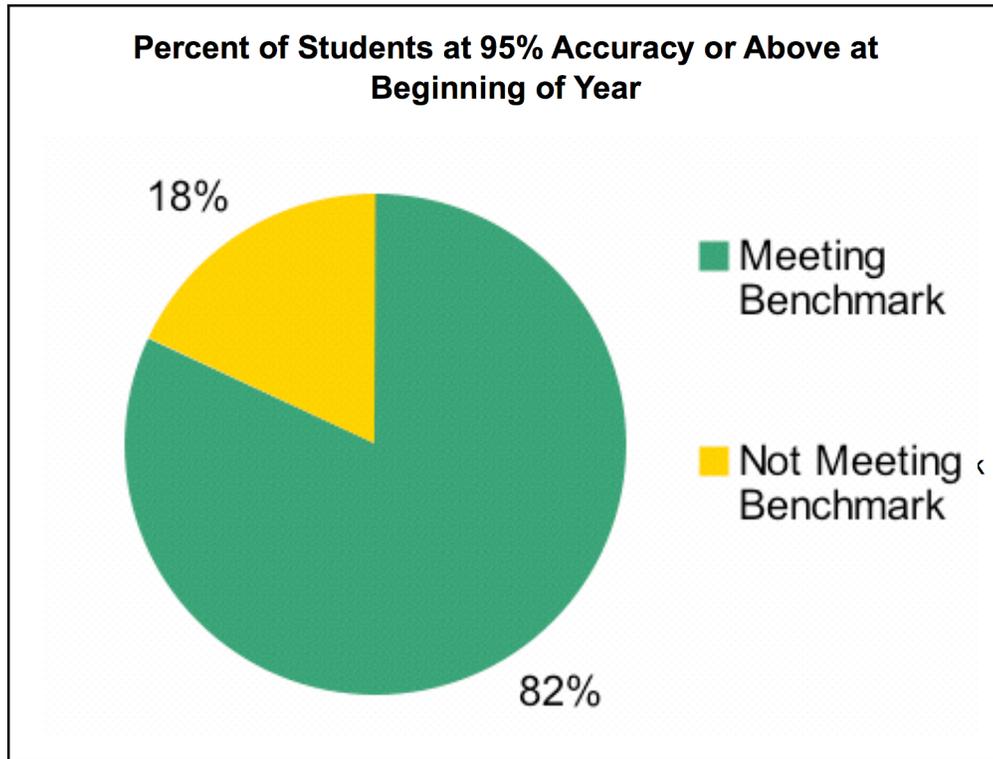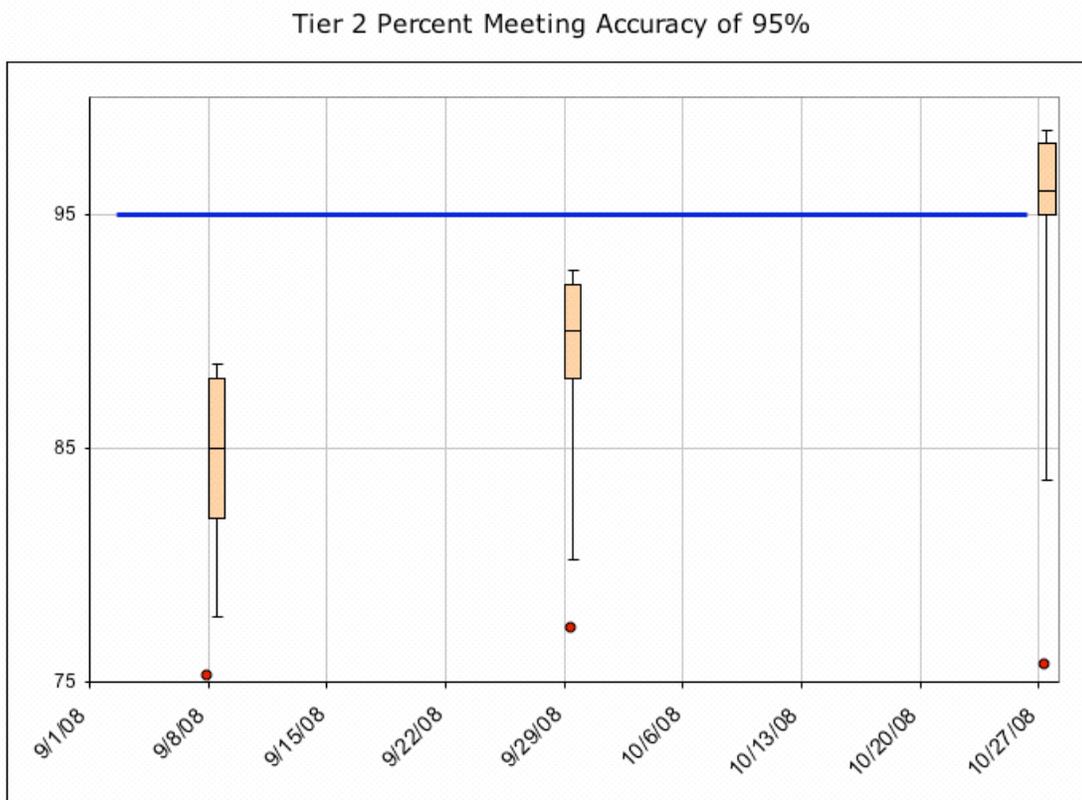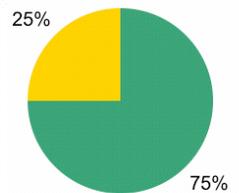
Figure 1

Percent of Students at 95% Accuracy or Above at Beginning of Year

18%

82%

■ Meeting Benchmark

■ Not Meeting Benchmark

Figure 2

Tier 2 Percent Meeting Accuracy of 95%

■ Meeting Benchmark

■ Not Meeting Benchmark

100%

100%

25%

75%

Student Success Worksheet

Date:_____   School: _____

Student: _____   Grade: _____   Teacher:_____

General description of concern:

_____
_____
_____
_____

STEP I – Problem Identification: What is the Problem?

What is the replacement behavior or target skill? (measurable, observable, reportable) _____
_____
_____

What is the student's current level of performance? (Be sure to include data that directly assesses the target skill you want the student to perform). _____
_____
_____

What is the benchmark/expected level of performance?_____
_____
_____

What is the peer level of performance? _____
_____
_____

Gap Analysis
        Benchmark & Student _____
        Benchmark & Peer_____
        Peer & Student_____

What percentage of students in the classroom demonstrate this discrepancy? _____
_____

At what tier will this problem be addressed (circle one)? Tier I, Tier II, Tier III

Do we have enough information to complete Problem Identification?_____
  If yes, go to Problem Analysis
  If no, what information is still needed? _____
  When will we meet again? _____

* If data set was provided by the school, data provided on the worksheet and decisions made must be consistent with the data set

Problem Identification

1. What is the replacement behavior or target skill? (measurable, observable, reportable)
   a. 0 = The target skill provided focuses on the problem (e.g., the student is a non-reader, student cannot comprehend) or is not specific enough to be measurable and observable (e.g., the student's reading will improve)
   b. 1 = The target skill provided is measurable and observable (e.g., the student's reading fluency will improve, increase the number of sounds identified correctly)

2. What is the student's current level of performance?
   a. 0 = Current level of performance not provided or the data provided do not match the target skill
   b. 1 = Current level of performance provided that matches the target skill

3. What is the benchmark/expected level of performance?
   a. 0 = Benchmark/expected level of performance not provided or the data do not match the target skill
   b. 1 = Benchmark/expected level of performance matches the target skill

4. What is the peer level of performance?
   a. 0 = Peer level of performance not provided, the data do not match the target skill, or the data provided are not representative of peer performance (e.g., only students on Progress Monitoring Plans data included)
   b. 1 = Peer level of performance provided that matches the target skill and is representative of peer performance (e.g., data on all students provided, sampling procedure used that provides representative slice of student performance)

5. Gap Analysis
   a. 0 = No components of the gap analysis completed correctly
   b. 1 = Either the gap analysis conducted between the student and the benchmark, student and the peers, or peers and the benchmark was completed correctly (Either division to get the x gap or subtraction are acceptable)
   c. 2 = Two of the gap analyses conducted between the student and the benchmark, student and the peers, or peers and the benchmark were

completed correctly (Either division to get the x gap or subtraction are acceptable)

    d. 3 = All three of the components of the gap analysis conducted between the student and the benchmark, student and the peers, or peers and the benchmark were completed correctly (Either division to get the x gap or subtraction are acceptable)

6. What percentage of students in the classroom demonstrate this discrepancy?
    a. 0 = Data not provided or data provided do not provide a percentage of students below the expected level
    b. 1 = Data provided gives a percentage of students below the expected level

7. At what tier will this problem be addressed (circle one)? Tier I, Tier II, Tier III
    a. 0 = The tier selected is not defensible given the data provided
    b. 1 = The tier selected is defensible given the data provided

Problem Analysis

For each hypothesis provided, 1 point is available for each of the components of problem analysis requested on the worksheet. For each hypothesis use the following criteria to determine how many total points to award.

1. Hypothesis
    a. 0 points = The hypothesis focuses on unalterable variables (e.g., processing problem, mom is in jail) or is not specific enough to determine how to go about validating (e.g., mom)
    b. 1 point = The hypothesis focuses on alterable variables (e.g., student does not have decoding skills, curriculum in kindergarten at the student's school did not teach phonemic awareness) and is specific enough to determine how to go about validating it

2. Prediction Statement
    a. 0 points = Prediction statement does not include the actions that would lead to improvements if the hypothesis was confirmed (e.g., simply restates hypothesis, does not link to hypothesis) OR does not specify what would need to be assessed to validate or reject the hypothesis
    b. 1 point = Prediction statement includes actions that would lead to improvements if the hypothesis was confirmed (e.g., if we teach the student decoding skills, then his reading fluency will improve) OR specifies what would need to be assessed to validate or reject the hypothesis (e.g., if the student has decoding skills, then s/he will read fluently)

3. Relevant Data
    a. 0 points = The data listed do not appear to be relevant to the hypothesis being evaluated (e.g., DIBELS data used for a comprehension hypothesis)
    b. 1 point = The data listed appear to be relevant to the hypothesis being evaluated (e.g., DIBELS ORF data to confirm/reject a hypothesis about the student's fluency skills)

4. Validated
    a. 0 points = The decision to validate or reject the hypothesis was NOT defensible given the relevant data listed
    b. 1 point = The decision to validate or reject the hypothesis was defensible given the relevant data listed (**Note:** Relevant data listed must be defensibly linked to the hypothesis provided. In other words, the scorer can determine the logic used to link the relevant data to the hypothesis)