

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

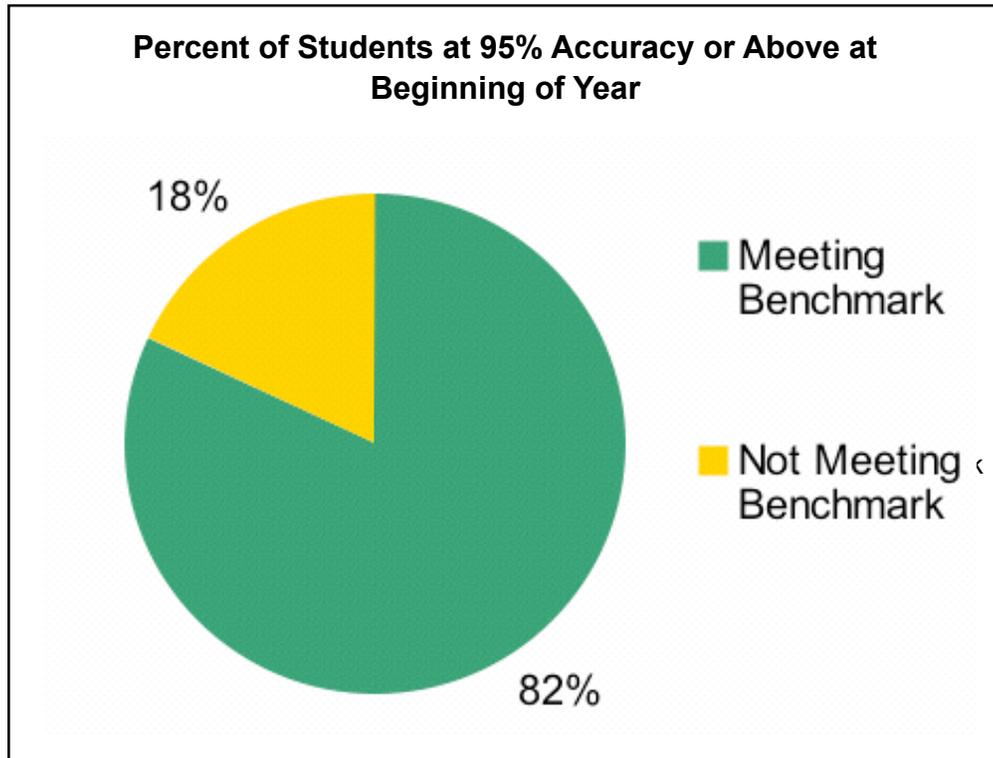
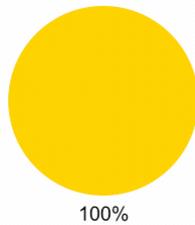
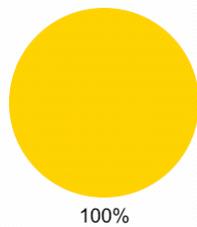
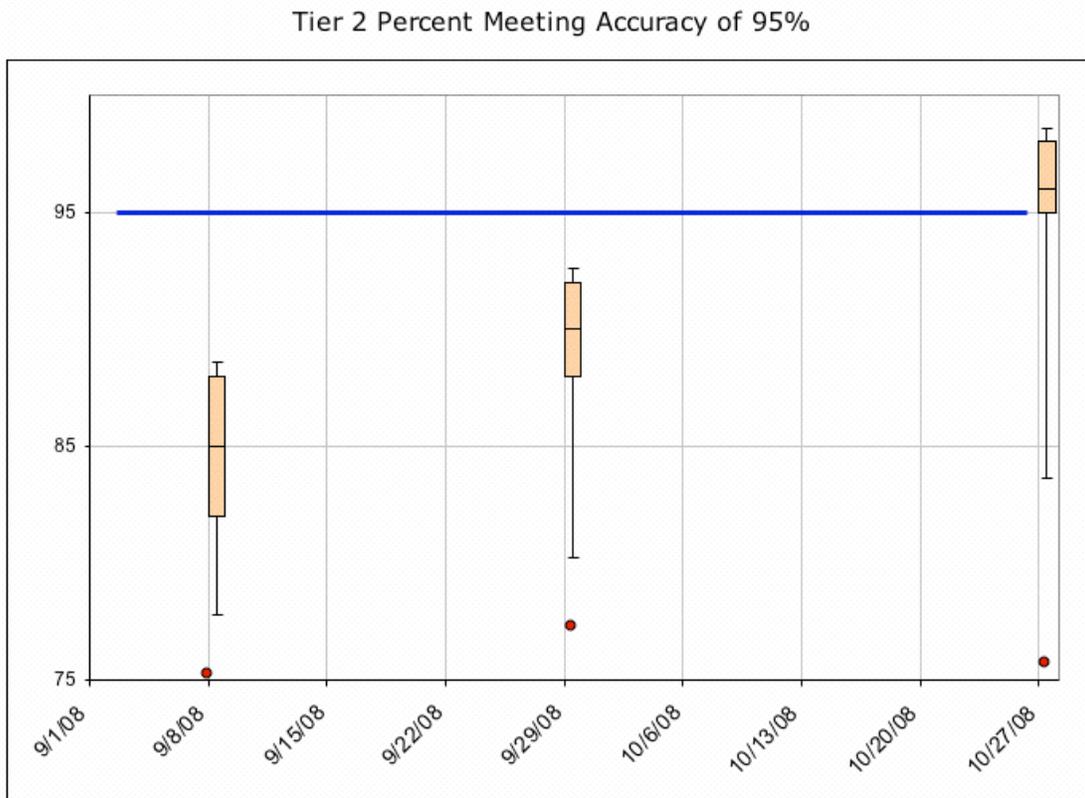
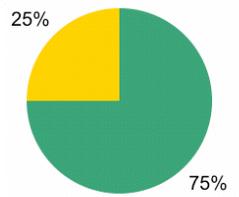


Figure 2



Meeting Benchmark
Not Meeting Benchmark



Guiding Questions for Discussion

1. For which steps did your team successfully apply the problem-solving process? For which steps did the team have difficulty? What factors helped or hindered the team when using problem-solving to address the student's needs?
2. Why is it important to calculate the gap between the target student and the expected level as well as the peers and the expected level? What information does it provide? What challenges does your team face when calculating gaps?
3. Having data on peers for some content areas and skills can be a challenge. What can be done to increase the chances that peer data will be available at problem-solving meetings (e.g., Intervention Assistance Team, School-Based Intervention Team, Student Success Team, Rtl Team)?
4. In what domains (i.e., Instruction, Curriculum, Environment, Learner) were most of your potential reasons (i.e., hypotheses) for why a student is not meeting expectations focused? Were there any domains that were focused on more than others? Were there any domains that weren't addressed that you believe should have been?
5. What barriers exist to validating hypotheses by using data during problem-solving meetings? What can teams do to increase the chances that hypotheses can be validated at these meetings?

Student Success Worksheet

Step IV – Response to Instruction/Intervention

Attach graphed data for each review date:

Review Date:

Is the response to instruction/intervention Positive, Questionable, or Poor?

If Positive:

_____ Continue current instructional supports

_____ Adjust goal upward

_____ Fade supports

Comments/Actions: _____

If Questionable:

Was intervention/instruction implemented as planned? Yes, No

If no, what strategies will be utilized to increase implementation?

If yes, increase intervention intensity? Yes, No

Comments/Actions: _____

If Poor:

Was intervention/instruction implemented as planned? Yes, No

If no, what strategies will be utilized to increase implementation?

If yes:

Was instruction/intervention aligned with the verified hypothesis or is there other aligned instruction/intervention to consider?

Are there other hypotheses to consider?

Was the problem identified correctly?

Comments/Actions: _____

Comprehensive Intervention Plan Worksheet

Who is the intervention plan being developed for?: Randy
 What is the replacement behavior/target skill?: Reading Accuracy
 What is the expected level of performance?: 95% Accuracy on grade level material
 What is the current level of performance?: 76% Accuracy on grade level material

Verified Hypotheses	Intervention Plan	Support Plan	Intervention Documentation	Monitoring Plan for Determining Student Progress
Randy does not self-monitor while reading connected text.	<p><u>Who is responsible?</u> Suzanne – reading interventionist</p> <p><u>What will be done?</u> 30 min lessons: 5 min-warm up (phonics) 20 min-(fluency & self monitoring-tapping at word, sentence, then paragraph level) 5 min-comprehension</p> <p><u>When will it occur?</u> Mon, Wed, Fri 9:20 to 9:50</p> <p><u>Where will it occur?</u> Third grade intervention room</p>	<p><u>Who is responsible?</u> Mark – classroom teacher</p> <p><u>What will be done?</u> First 2 weeks – meet with Suzanne 3 times/week(MWF) Second 2 weeks – meet with Suzanne 2 times/week (MW) Following weeks – meet with Suzanne once per week(M)</p> <p><u>When will it occur?</u> 10:00 am during 3rd grade planning time</p> <p><u>Where will it occur?</u> Suzanne’s intervention room</p>	<p><u>Who is responsible?</u> Suzanne – reading interventionist</p> <p><u>What will be done?</u> The Intervention Doc. Worksheet (IDW) will be used to record intervention sessions</p> <p><u>When will it occur?</u> Directly after every scheduled intervention session</p> <p><u>How will data be shared?</u> The IDW will be shared at the student data review meetings described in Monitoring Plan column of this worksheet.</p>	<p><u>Who is responsible?</u> Suzanne – reading interventionist</p> <p><u>What data will be collected and how often?</u> Oral reading fluency and accuracy will be collected on Friday of each week using grade level CBM probes.</p> <p><u>How will we decide if the plan is effective?</u> Graphed data will be reviewed at regularly scheduled individual student data review meetings on 12/11/09 and 1/8/10 and response will be evaluated as Positive, Questionable, or Poor.</p>

Team	Reading	Writing	Math	Science/SS	Special Area	Lunch
K	8:45-10:30	10:30-11:30	1:35-2:35	12:15-12:50	12:50-1:35	11:30-12:15
1	8:45-10:30	12-1	1-2	2-2:30	11:15-12	10:30-11:15
2	10:30-12:15	9:45-10:30	8:45-9:45	1:15-1:40	1:40-2:25	12:30-1:15
3	10:30-12:15	9:30-10:30	1-2	2-2:30	8:45-9:30	12:15-1
4	12:45-2:30	8:45-9:35	10:20-11:20	11:20-11:55	9:35-10:20	11:55-12:40
5	12:45-2:30	9:45-10:25	8:45-9:45	11:50-12:35	10:25-11:10	11:10-11:50

Example of Staggered Reading Blocks with “Walk and Read” - Sarasota County

**Fourth Grade Schedule
2008-09**

MON, TUES, THURS, FRI				WEDNESDAY			
TIME	SUBJECT	Course Code	Minutes	TIME	SUBJECT	Course Code	Minutes
8:35-8:40	Morning Routine (attendance, lunch, etc.)			8:35-8:40	Morning Routine (attendance, lunch, etc.)		
8:40-8:45	Morning News			8:40-8:45	Morning News		
8:45-10:15	Reading	5010050	90	8:45-10:15	Reading	5010050	90
10:15-10:45	PE	5015010	30	10:15-10:45	PE	5015010	30
10:45-10:55	Reading Enrichment	5010050E	10	10:45-10:55	Reading Enrichment	5010050E	10
10:55-11:25	Specials	Art 5001000 Music 5013000 Literacy 5010050 Guidance5022000	30	10:55-11:25	Specials	Art 5001000 Music 5013000 Literacy 5010050 Guidance5022000	30
11:25-12:00	Science	5020000	35	11:25-12:00	Language Arts OR Language Arts ESOL*	5010040 5010010	35
12:00-12:30	Lunch	*****	30	12:00-12:30	Lunch	*****	30
12:30-1:00	Reading Intervention	5010020	30	12:30-1:00	Reading Intervention	5010020	30
1:00-2:00	Math	5012060	60	1:00-2:00	Math	5012060	60
2:00-3:00	Language Arts OR Language Arts ESOL*	5010040 5010010	60				
Total Minutes			375	Total Minutes			315
Total Instructional Minutes			345	Total Instructional Minutes			285

* = Sheltered

Example of Grade Level Schedule – Orange County

Figure 2: Sample School Schedule Using a Daily Time Block for Tiered Instruction]

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 9:30	TIER Time Grade 4	TIER 1 Gen Ed T1/ Gen Ed T2	TIER 2 Rdg Spec 1/Interv 1	TIER 3 Rdg Sp 2/SpEd 1	Tier 3 Gr. 5 X-time - Sp Ed
9:30 - 10:00	TIER Time Grade 1	TIER 1 Gen Ed T3/ Gen Ed T4	TIER 2 Rdg Spec 1/Interv 2	TIER 3 SpEd 1/Rdg Spec 2	TIER Time Grade 1
10:00-10:15	TIER Time Grade 3	TIER 1 Gen Ed T5/Gen Ed T6	TIER 2 Gen Ed T6/Rdg Spec 1	TIER 3 SpEd 1 Grade 3	TIER 3 Grade3
10:15-10:30	TIER Time Grade 2	TIER 1 Gen Ed T7/Gen Ed T8	TIER 2 Rdg Spec 1/Gen Ed T9	TIER 3 SpEd 2/ Rdg Spec 2	TIER Time Grade 2
10:30-11:00	Core Team/ Progress Monitoring			Progress Monitoring TIER 3	Tier 3 Gr. 6 X-time - Rdg Spec 2
11:00-11:30	Core Team/ Progress Monitoring			Progress Monitoring TIER 3	TIER Time Grade 4
11:30-12:00	Core Team/ Progress Monitoring			Progress Monitoring TIER 3	
12:00-12:30	Core Team/ Progress Monitoring			Progress Monitoring TIER 3	
12:30 - 1:00	Core Team/ Progress Monitoring	TIER 3 Gr. 4 X-time Rdg Spec 1/ Rdg Spec 2	TIER 3 Gr. 4 X-time Rdg Spec 1/ Rdg Spec 2	Progress Monitoring TIER 3	

1:00 - 1:30	Core Team/ Progress Monitoring				Progress Monitoring TIER 3
1:30 - 2:00	TIER Time Grade 5 TIER Time Grade K	TIER 1 Gen Ed T10/ Gen Ed T11 TIER 1 Gen Ed T12/ Gen Ed T13	TIER 2 Rdg Spec 1 TIER 2 Rdg Spec 2	TIER 2 Rdg Spec 1 TIER 2 Rdg Spec 2	TIER 3 Rdg Spec 2 TIER 3 Rdg Spec 1
2:30 - 2:30	TIER 3 Gr.2 X-time Rdg Spec 2/SpEd 2		TIER 3 Gr.2 X-time Rdg Spec 2/ SpEd 2	TIER 3 Gr.1 X-time Rdg Spec 2/ SpEd 2	TIER 3 Gr.1 X-time Rdg Spec 2/ SpEd 2
2:30 - 2:45	TIER Time Grade 6	TIER 1 Gen Ed T 14/ Gen Ed T 15	TIER 2 Rdg Spec 1	TIER 3 Rdg Spec 2	TIER 3 Grade 6
2:45 - 3:00	TIER 3 Gr.3 X-time Rdg Spec 1	TIER 3 Gr. 3 X-time Rdg Spec 1	TIER 3 Gr.3 X-time Rdg Spec 1	TIER 3 Gr.3 X-time Rdg Spec 1	TIER 3 Grade 6

Tier 1
 TIER Time
 Tier 2
 Progress Monitoring
 Tier 3

From “Tiered Instruction and Intervention in a Response-to-Intervention Model”
 by Ed Shapiro
 Available at:

<http://www.rtinetnetwork.org/Essential/TieredInstruction/ServiceDelivery/1>

DAILY TEACHER PLAN 08-09

Time	K	1 st	2 nd	3 rd	4 th	5 th	Time
7:55 – 8:00		MATH		LANGUAGE ARTS	SPECIAL AREA		7:55 – 8:00
8:00 – 8:05	MATH		INTERVENTION			READING	8:00 – 8:05
8:05 – 8:10						WHOLE GRP	8:05 – 8:10
8:10 – 8:15							8:10 – 8:15
8:15 – 8:20	READING						8:15 – 8:20
8:20 – 8:25	WHOLE GRP						8:20 – 8:25
8:25 – 8:30							8:25 – 8:30
8:30 – 8:35						READING	8:30 – 8:35
8:35 – 8:40			SPECIAL AREA	SOCIAL STUDIES	READING	SMALL GRP	8:35 – 8:40
8:40 – 8:45		INTERVENTION			WHOLE GRP		8:40 – 8:45
8:45 – 8:50	READING						8:45 – 8:50
8:50 – 8:55	SMALL GRP			PAW			8:50 – 8:55
8:55 – 9:00							8:55 – 9:00
9:00 – 9:05							9:00 – 9:05
9:05 – 9:10					READING		9:05 – 9:10
9:10 – 9:15					SMALL GRP		9:10 – 9:15
9:15 – 9:20	READING		MATH				9:15 – 9:20
9:20 – 9:25	WHOLE GRP			INTERVENTION			9:20 – 9:25
9:25 – 9:30							9:25 – 9:30
9:30 – 9:35						LANGUAGE ARTS	9:30 – 9:35
9:35 – 9:40							9:35 – 9:40
9:40 – 9:45							9:40 – 9:45
9:45 – 9:50	MATH	READING					9:45 – 9:50
9:50 – 9:55		SMALL GRP					9:50 – 9:55
9:55 – 10:00				SPECIAL AREA			9:55 – 10:00
10:00 – 10:05						INTERVENTION	10:00 – 10:05
10:05 – 10:10			READING		LANGUAGE ARTS		10:05 – 10:10
10:10 – 10:15			WHOLE GRP				10:10 – 10:15
10:15 – 10:20	LUNCH						10:15 – 10:20
10:20 – 10:25							10:20 – 10:25
10:25 – 10:30							10:25 – 10:30
10:30 – 10:35							10:30 – 10:35
10:35 – 10:40			READING	LUNCH		SPECIAL AREA	10:35 – 10:40
10:40 – 10:45			SMALL GRP				10:40 – 10:45
10:45 – 10:50	PAW						10:45 – 10:50
10:50 – 10:55		LUNCH					10:50 – 10:55
10:55 – 11:00							10:55 – 11:00
11:00 – 11:05					PAW		11:00 – 11:05
11:05 – 11:10							11:05 – 11:10
11:10 – 11:15				SOCIAL STUDIES			11:10 – 11:15
11:15 – 11:20	SOCIAL STUDIES					LUNCH	11:15 – 11:20
11:20 – 11:25							11:20 – 11:25
11:25 – 11:30		SOCIAL STUDIES		READING			11:25 – 11:30
11:30 – 11:35	INTERVENTION			WHOLE GRP	LUNCH		11:30 – 11:35
11:35 – 11:40			SOCIAL STUDIES				11:35 – 11:40
11:40 – 11:45							11:40 – 11:45
11:45 – 11:50		SPECIAL AREA	LUNCH			PAW	11:45 – 11:50
11:50 – 11:55							11:50 – 11:55
11:55 – 12:00				READING			11:55 – 12:00
12:00 – 12:05				SMALL GRP			12:00 – 12:05
12:05 – 12:10	SOCIAL STUDIES				SOCIAL STUDIES		12:05 – 12:10
12:10 – 12:15							12:10 – 12:15
12:15 – 12:20			PAW			SOCIAL STUDIES	12:15 – 12:20
12:20 – 12:25		PAW			INTERVENTION		12:20 – 12:25
12:25 – 12:30	SPECIAL AREA						12:25 – 12:30
12:30 – 12:35						SCIENCE	12:30 – 12:35
12:35 – 12:40							12:35 – 12:40
12:40 – 12:45							12:40 – 12:45
12:45 – 12:50			SOCIAL STUDIES				12:45 – 12:50
12:50 – 12:55		SOCIAL STUDIES					12:50 – 12:55
12:55 – 1:00				MATH	MATH		12:55 – 1:00
1:00 – 1:05							1:00 – 1:05
1:05 – 1:10	LANGUAGE ARTS	SCIENCE	LANGUAGE ARTS				1:05 – 1:10
1:10 – 1:15						MATH	1:10 – 1:15
1:15 – 1:20							1:15 – 1:20
1:20 – 1:25							1:20 – 1:25
1:25 – 1:30							1:25 – 1:30
1:30 – 1:35				SCIENCE			1:30 – 1:35
1:35 – 1:40	SCIENCE	LANGUAGE ARTS	SCIENCE		SCIENCE		1:35 – 1:40
1:40 – 1:45							1:40 – 1:45
1:45 – 1:50							1:45 – 1:50
1:50 – 1:55							1:50 – 1:55
1:55 – 2:00							1:55 – 2:00
2:00 – 2:05							2:00 – 2:05

12/8/2008

Example of School Level Schedule – Volusia County

Y3D2 Skill Assessment Rubric

1. The intervention strategy/strategies link directly to the hypotheses listed under the “Verified Hypotheses” column
 - a. 0 points = The intervention(s) selected under the “Intervention Plan” column do not link directly to the hypotheses listed under the “Verified Hypotheses” column
 - b. 1 point = The intervention(s) selected under the “Intervention Plan” column link directly to the hypotheses listed under the “Verified Hypotheses” column
2. The intervention plan (see “Intervention Plan” column) contains enough information for the plan to be carried out
 - a. 0 points = The intervention plan does not contain any specific information on who is responsible, the strategies that will be used, when the intervention will occur, or where the intervention will occur
 - b. 1 point = The intervention plan contains some specific information on who is responsible, the strategies that will be used, when the intervention will occur, or where the intervention will occur; but does not contain all four components with enough specificity for everyone to determine what the student(s) will receive
 - c. 2 points = The intervention plan contains information on who is responsible, the strategies that will be used, when the intervention will occur, and where the intervention will occur with enough specificity for everyone to determine what the student(s) will receive
3. The support plan (see “Support Plan” column) contains enough information for the plan to be carried out
 - a. 0 points = The support plan does not contain any specific information on who is responsible, what will be done, when support will be provided, or where the support meetings will occur
 - b. 1 point = The support plan contains some information on who is responsible, what will be done, when support will be provided, or where the support meetings will occur; but does not contain all four components with enough specificity for everyone to determine what support implementers of the intervention plan will receive
 - c. 2 points = The support plan contains information on who is responsible, what will be done, when support will be provided, and where the support meetings will occur with enough specificity for everyone to determine what support implementers of the intervention plan will receive