Problem Solving Process

MTSS

Problem Solving Process

- Problem Identification (what is the problem)
- Problem Analysis (develop hypotheses, why is it happening?)
- Plan Development
  - Intervention Determined
  - What assessment will be used
  - What is the intended goal?
- Plan Implementation
- Plan Evaluation (Did it work?)

Problem Solving Process

- Problem Identification and Problem Analysis
  - RIOT – Review, Interview, Observe, Test

  - ICEL – Instruction, Curriculum, Environment, Learner

Review handout

Problem Identification (what is the problem?)

Example: 6th grade student

- Review – Instruction, Curriculum, Environment, Learner
  - Inferences and summarizing information (instruction)
  - Difficulty remembering what has happened within the story without frequent prompts (instruction)
  - Can remember details but difficulty putting all together for summarizing which makes it difficult to inference (instruction)
  - 6th grade curriculum really focuses on inferencing and supporting by evidence in the text (curriculum)
  - Classroom management is good – does well with classroom routines (environment)
  - Sits in front of class (environment)
  - Has a relationship with the teacher (learner/environment)
  - Puts forth good effort (learner)
  - Had a previous PLP for reading and received intervention (instruction)

Problem Identification (what is the problem?)

- Interview - Instruction, Curriculum, Environment, Learner
  - Sweet and friendly, quiet (learner)
  - demonstrates anxious behaviors (i.e., presenting ideas, ask a question when unsure, asking for help – this has improved –become teary, stutter on words) (learner)
  - In reading/English – participates infrequently only once or twice a week; does not ask questions independently, but will answer questions when asked, only raises hand when she is sure (instruction/environment)
  - Math intervention (one-on-one, small group) will ask more questions and appears more confident (learner/environment/instruction)
  - Social studies will ask for help when stuck (small group), wait until independent work to question rarely in whole group (learner/environment/instruction)
  - Will ask teacher to look through book bag to ensure that she has everything, she fears getting in trouble (learner)
  - She says she is forgetful (learner)
  - Teacher is concerned with reading fluency, but bigger concern is reading comprehension, math she is not missing basic skills, math facts are slower, needs frequent support (coaching – observing that she is practicing correctly) to ensure she understands the material which will allow her to do well on assessments (instruction/curriculum)
  - Can't vs. won't - appears to be more of can't not won't (learner/instruction)
  - Homework – only 3 late assignments (instruction/learner)
  - Independent work – does not do much, gets support and coaching for work (learner/instruction)

Problem Identification (what is the problem?)

- Observe - Instruction, Curriculum, Environment, Learner

  - starts quickly with tasks (learner/instruction)

  - she appears focused within the class (learner)

  - Word by word reading (limited phrasing); difficulty figuring out the name of the character (instruction/learner)

  - advanced decoding issues (does have phonic skills – but difficulty with more complex endings) (instruction/learner)

  - Sits in front of class (environment)

- Test – Instruction, Curriculum, Environment, Learning

  - Lexile – 765 (target: 800), end of year 5th grade (744 – target: 700), mid-year 5th – 807 (question validity of score), end of year 4th – 472
  - Current Interventions: Reading: whole class fluency intervention through PRESS
    - started 95wpm and ended with 95wpm – 122wpm (partner driven) – limited to no progress
    - during independent reading, teacher meets once a week one-on-one focusing on summarizing skills and understanding conflict of the story and how it changing (using strategies from Stephanie Harvey – Strategies that work for comprehension)
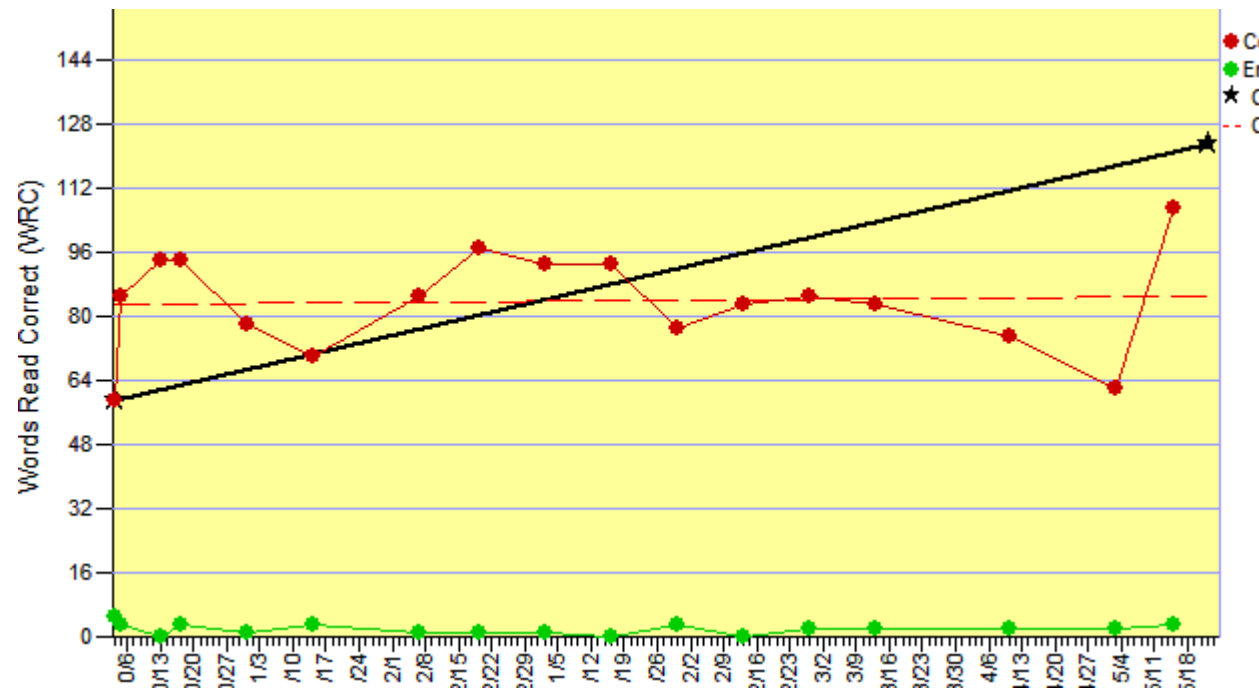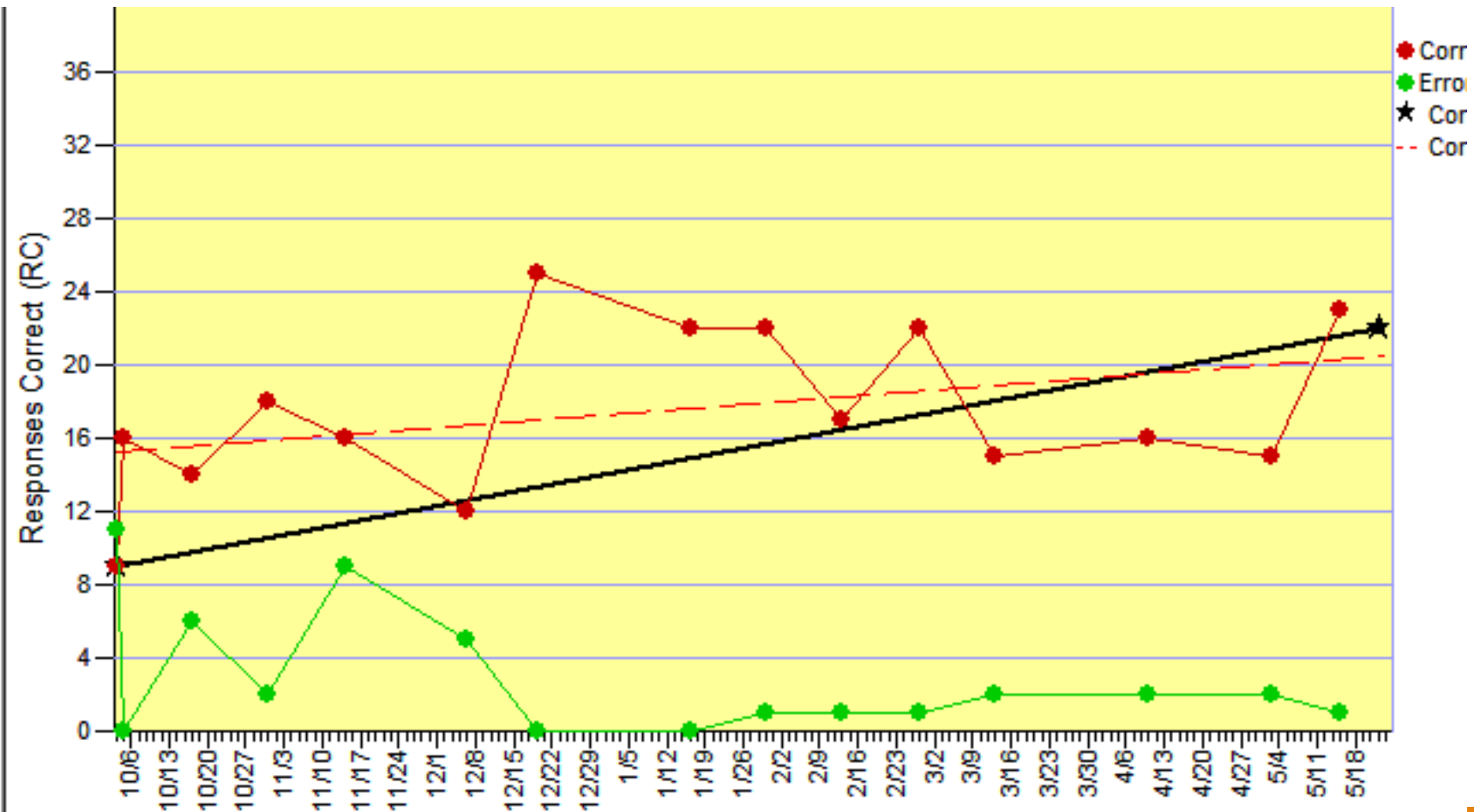
AIMSweb Scores: RCMB & MAZE
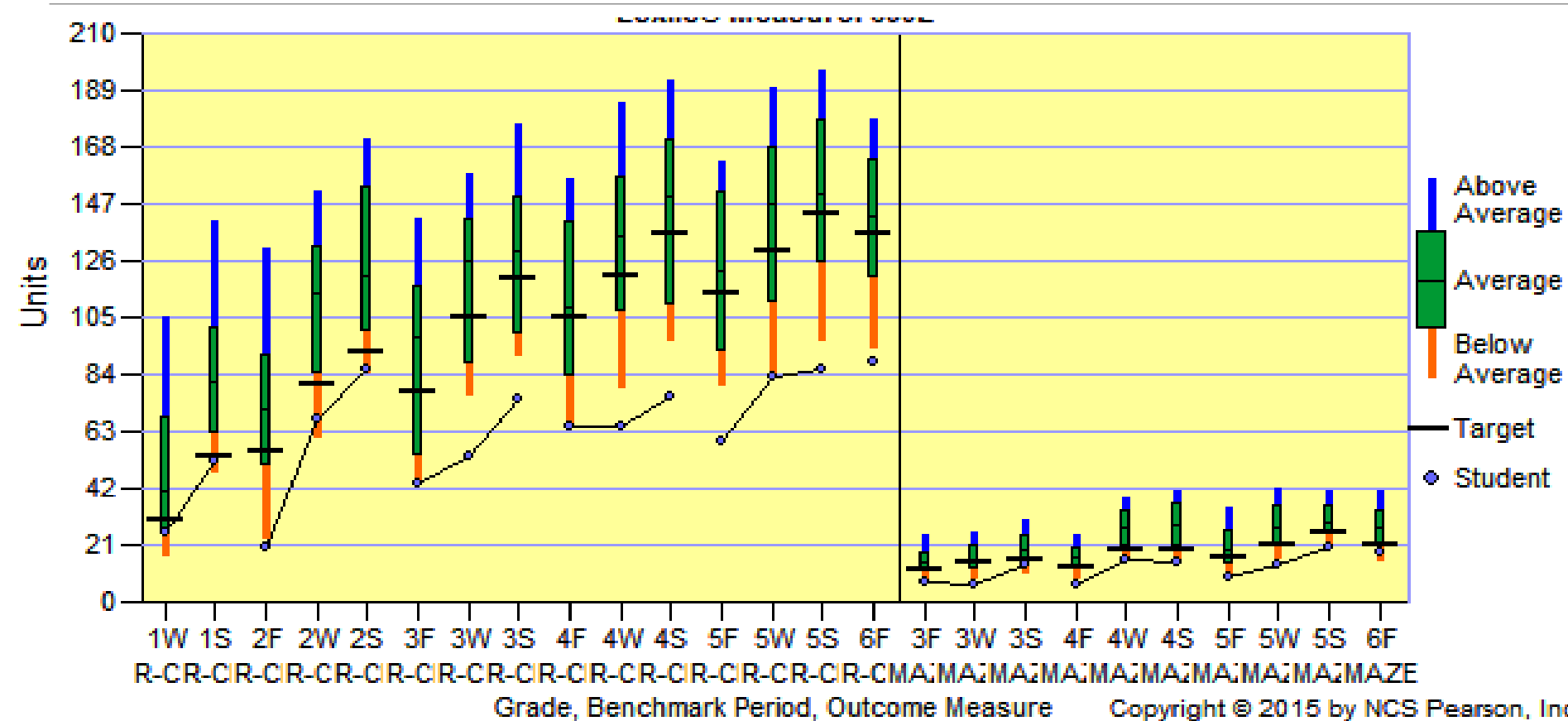
AIMSweb Scores: MCAP & MCOMP

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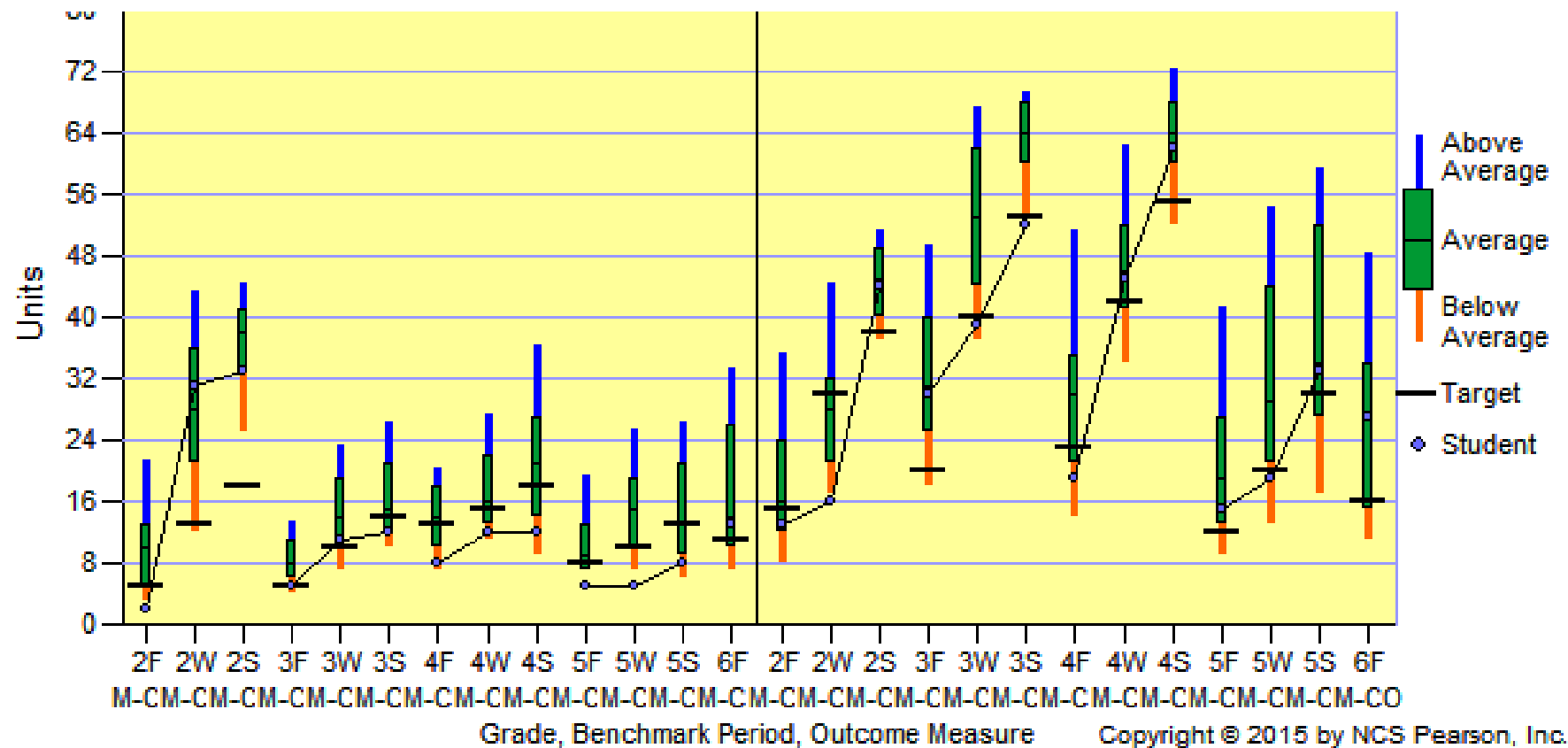
5th grade RCBM PM

5th Grade MAZE Progress Monitoring

WKCE /Badger Scores

3rd (2013):
- Math – Basic (408)
- Reading – Min. (425)

- 4th (2014):
  - Math – Basic (464)
  - Language Arts – Basic (265)
  - Social Studies – Prof. (282)
  - Science – Basic (274)

- 5th (2015)
  - ELA – Prof. (2535)
  - Math – Prof. (2556)

Problem Identification (what is the problem)

- Focus on Reading

Teacher data indicates:

- When reading at (or below) her level (700 lexile) – she reads smoothly with minimal errors [misses endings, miscues, inserts words (often words inserted do not change the meaning)]
- When reading 6th grade level material her reading is choppy, word by word, no phrasing, decoding issues (end of the word), word replacement (changing the meaning of what she is reading)

Problem Analysis

Hypothesis: Student is demonstrating difficulty with comprehending and making inferences with text due to her difficulties with reading fluency at grade level as she is missing more complex decoding skills causing her to not understand what she is reading.

Plan Development

Area of Focus: Reading Fluency

Intervention: Error Word Drill
- 4x a week for 20 minutes (per research)
- Implemented during reading intervention time by teacher
- Implemented for 9 weeks
- Progress Monitoring via Aimsweb fluency – 1x week

- Goal: In 32 weeks student will be able to read 166 words per minute (ROI 2 words per week) on an Aimsweb fluency passage.

Plan Implementation

Plan is implemented as prescribed

Fidelity checks occur – 80% or higher

Plan Evaluation

Team reconvenes to review progress monitoring data, fidelity data, any other relevant data

Determine if:
- intervention is working, continue with intervention (making progress)
- Need an intervention change (no progress)