

**NC Department of Public Instruction
Tier III Problem-Solving**

Student Name: Natasha Joy Date 11/19/07

Area(s) Targeted for Instruction/Intervention: sight word recognition (vocabulary)

Problem Identification/Definition: (What is the specific problem?) Natasha struggles with poor sight word recognition. She also has difficulty with comprehending what she reads due to her low fluency rate.

Domain	Problem Analysis (Why is the Problem Occurring?)	Assessment Plan for Target Area(s) (Consider RIOT)	Person Responsible for Assessment Plan
<u>Environmental</u>	Natasha cannot complete tasks as often as her peers due to distractibility.	ADHD packet	Ms. Carr
<u>Curriculum</u>	Reading Vocabulary is not adequate to enable Natasha to read fluently and comprehend meaning from passages read independently.	Evaluate grade level assessments; work in Reading Foundations group	Ms. Carr Ms. Joy
<u>Instruction</u>	Reading occurs in a whole group setting in the classroom of thirty students.	Progress Monitor; collect data from AR tests	Ms. Carr Mr. Brown
<u>Learner</u>	Natasha cannot self-monitor her behavior or inattention. She has difficulty redirecting herself to task. Her metacognitive skills are lower than other children her age.	Student data sheets	Natasha Ms. Carr

Date & Time for Review Meeting: n/a

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Student Name: Natasha Joy
 Date: 11/19/07
 Target Area(s) for Instruction: Sight Word Vocabulary

Baseline Data and Validation of area(s) targeted for instruction (Student performance in targeted area before intervention):	Short Term Goals (Realistic/Ambitious Growth Rates)	Long-Term Goals (Benchmarks from State, District, School or Research Norms)
What is the expected level of student performance? (B)	<u>50</u>	<u>100</u>
What is the student's current level of performance (baseline)? (A)	<u>35</u>	- <u>35</u>
What is the difference between A and B? (C)	= <u>15</u>	= <u>65</u>
What goal setting method was used to determine short term and long term goals?	LEA growth rates	LEA growth rates

Hypothesis (Why is the problem occurring?):
 Natasha is unable to read words fluently, thereby affecting her comprehension. She is also distracted frequently, which affects her fluid reading.

The difference between current performance and expected performance will be reduced if:
 Natasha increases her reading fluency by increasing her sight word vocabulary through 1:1 intensive instruction 5 days/week.

Performance Goal (from C above):
 Natasha will increase her word vocabulary by 10 words a week, in 6 weeks (95 of 100 words).

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Student Name: __Natasha Joy__ Date: __11/19/07__
 Target Area(s) for Instruction/Intervention: _Vocabulary__ Date/Time for Review Mtg: __01/21/07__
 Goal/Prediction/Explanation: (expected growth, timeframe, behavior, criterion) __Increase vocabulary by 10 words per week (95 out of 100 words)

<p>Procedures (Instructional Strategies): Natasha will receive instruction in reading foundation 5 times a week, 1:1, for 45 min. a day</p>	<p>Arrangements (Where/Frequency/Length of Time/Materials): Natasha will participate in the RF group in her classroom conducted by the Tutor.</p>	<p>Person(s) Responsible: Reading Tutor</p>
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<p>*Measurement Strategy (Method of data collection, measurement conditions, monitoring schedule): Word recognition data will be collected 2 times each week.</p>	<p>Evaluation Plan (Frequency of data collection, strategies to be used to summarize data for evaluation, number of data points or length of time before data analysis/ decision rule): If Natasha falls below her goal line for three consecutive data points, the intervention will be changed</p>
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* Attach graph or other visual representation

NC Department of Public Instruction Tier III Problem-Solving

Student Name:	Grade:	Start Date:
Teacher:	School:	
Tier III Case Manager:	Area(s) Targeted for Instruction/Intervention:	

Goal Statement:

Week 1 (Baseline)						Week 2						Week 3					
Date	M	T	W	Th	F	Date	M	T	W	Th	F	Date	M	T	W	Th	F
Week 4						Week 5						Week 6					
Date	M	T	W	Th	F	Date	M	T	W	Th	F	Date	M	T	W	Th	F
Week 7						Week 8						Week 9					
Date	M	T	W	Th	F	Date	M	T	W	Th	F	Date	M	T	W	Th	F

**NC Department of Public Instruction
Tier III Problem-Solving**

Student Name: Natasha Joy Date: 01/19/08
 Area(s) targeted for Instruction/Intervention: Vocabulary

<u> 35 </u> Baseline Data (from Tier III page 2)	<u> 95 </u> Current level of Performance (after intervention)	<u> yes </u> Did the student meet the performance goal (bottom of page 2) that was set?
<u> 95 </u> Current level of Performance (after intervention)	<u> 95 </u> Benchmark (long-term goal)	<u> 0 </u> Difference between current level of performance (after intervention) and benchmark (long-term goal)

Check as appropriate: Area targeted for instruction/intervention is no longer an area of concern
 Continue instructional/intervention plan
 Redesign or modify instructional/intervention plan
 Move to Tier IV

The following have been conducted. Results were considered and documentation is included for Tier III Problem-Solving:
 Speech Language Screening
 Social Developmental History
 Observation by an independent observer

Signature	Position	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____