

Tool for Analyzing Complexity of Processing (with Possible Underlying Issues)

1. Record error episodes from at least 3 consecutive running records in the appropriate columns below.
2. Looking from left to right, determine most urgent teaching about effectiveness & efficiency by asking, **Where does the child need to learn:**
 - **to become more strategic?** (Columns 1-2, i.e. Learn to: self-monitor, search & use multiple sources, reread, take action, etc.)
 - **to be more efficient?** (Columns 3-5, i.e. Learn to: SC, take multiple actions, use larger word parts/chunks for solving, secure high frequency words/ endings)

Simple single actions, less productive

Complex, multiple & flexible actions, most productive

25%		75%		
1	2	3	4	5
No action	Single Action (Single Source)	Single Action (Integrated Sources)	Typical Action Chain (Complex & sophisticated action)	Flexible Action Chain (More complex & sophisticated)
<ul style="list-style-type: none"> • Told • No action 	<ul style="list-style-type: none"> • M & S, no V or < 50% V • V, no M & S • No outward SM or SC • Appeal • Nonsense word • Omission/insertion 	<ul style="list-style-type: none"> • M & S, with ≥ 50% V • Single action, 1 attempt • FL or LS or TWA followed by correct word • No outward SC • Rereading, no SC 	<ul style="list-style-type: none"> • Multiple actions but only 1 attempt at word • Always involves SM and usually SC • SM and SC at point of error or SM, reread and SC • SM after error and SC on reread • SM after error and SC multiple errors on reread • Usually using more than one source 	<ul style="list-style-type: none"> • Always involves multiple attempts AND multiple actions • Always involves SM between attempts • Usually SC, but some incomplete • Usually searching more than one source on attempts
<p>Example:</p> <div style="text-align: center;"> </div>	<p>Examples:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>papa Father</p> <p>Mom Mother</p> <p>down A T</p> </div> <div style="text-align: center;"> <p>thermoser thermos</p> <p>✓ Bear - and ✓ a ✓ went down ✓ to</p> </div> </div>	<p>Examples:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>comes come</p> <p>r- ✓ river</p> <p>W- e- ✓ went</p> <p>chim- ✓ chimney</p> </div> <div style="text-align: center;"> <p>Baby ✓ Bear ✓ went ✓ on ✓ fishing ✓ R</p> </div> </div>	<p>Examples:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Here SC He</p> <p>Where ✓ is ✓ SC the ✓ fish ✓ R</p> </div> <div style="text-align: center;"> <p>Father ✓ Bear ✓ went ✓ fishing R SC down</p> <p>He SC can SC the ✓ fish ✓ R Here come the fish</p> </div> </div>	<p>Examples:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>This thanks this SC That's</p> <p>But ✓ Mother ✓ Penguin ✓ s-ow- sow R R swapped T</p> </div> <div style="text-align: center;"> <p>cl-cle-clev-er ✓ clever</p> <p>good ✓</p> <p>I how A I've T</p> <p>sat st-ay-ed SC stayed</p> </div> </div>

<p>Possible Issues:</p> <ul style="list-style-type: none"> • Not initiating problem-solving at difficulty (# 1) 	<p>Possible Issues:</p> <ul style="list-style-type: none"> • using sources of information (M, S, or V) (# 2-4) • using visual information effectively (# 5-6) • integrating sources of information (# 7) • self-monitoring (# 8) • self-correcting (# 9) 	<p>Possible Issues:</p> <ul style="list-style-type: none"> • self-correcting (# 9) • using visual information effectively (# 5-6) • taking multiple actions to search multiple sources (# 10) 	<p>Possible Issues:</p> <ul style="list-style-type: none"> • using visual information <u>efficiently</u> (high frequency word work and/or how to use known words/word parts to self-monitor and self-correct) (# 5-6) • integrating sources of information (# 7) • taking multiple actions to search multiple sources (# 10) 	<p>Possible Issues:</p> <ul style="list-style-type: none"> • using visual information <u>effectively & efficiently</u> (# 5-6) • integrating sources of information (# 7) • taking multiple actions to search multiple sources (# 10)
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