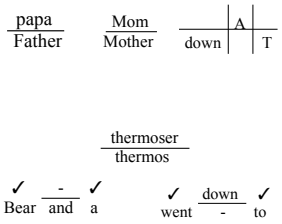
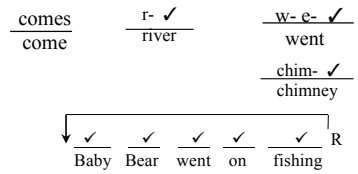
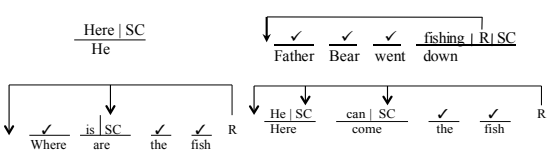
Tool for Analyzing Complexity of Processing

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)*
• Told • No action	• M & S, no V or < 50% V • V, no M & S • No outward SM or SC • Appeal • Nonsense word • Omission/insertion	• M & S, with ≥ 50% V • Single action, 1 attempt • FL or LS or TWA followed by correct word • No outward SC • Rereading, no SC	• 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	• 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
Example: 	Examples: 	Examples: 	Examples: 	Examples: