

COMPREHENSIVE INTERVENTION MODEL

Tuesday, August 1st, 2017



"The future of our society depends on a literate population- a culture of learners who understand how to solve problems, seek solutions, communicate effectively, and construct meaning."

~Interventions that Work p. 1

Let's
see
who's
here!



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TRUDY LUDWIG



The
**Invisible
Boy**

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Time to get creative!

BLACK OUT POETRY



thing that thinks? That is to say, a thing that doubts, perceives, affirms, denies, does not will, that imagines also, and which feels. In what is not a little, if all these properties belong to my nature. But why should they belong to me? I am the being who doubt of almost everything, nevertheless understand some things: who wishes those one to know of them and be deceived in many things, even in spite of himself; who is the cause of the injury of the organs of the body? Is there any such thing as this which is as true as it is certain that I am a thinking thing? I am a sleeping thing though he who has given me my being should have power to receive me? Is there also any one who contributes what may be distinguished from me though that one could not come from me? What is it that it is so hard to understand who that there is here to explain it. I am equally certain of my power to imagine that which may be supposed above that the thing does not cease to think, and I am being who is not to appreciate that I see the organs of the body. I see light, hear noise, feel heat, and I said that these senses are false and that I dream. Let it be at least, it is very certain that it seems that I see heat and feel heat; and this is what all me is called perception and this, taken in this precise sense, is what I mean by thinking. From this I begin to know that I am a little more clearly and distinctly than hitherto.



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TAKE A BITE OUT OF CHAPTER 1...



- Constructing knowledge
- Teaching for transfer
- Multi-tiered approach
- CIM portfolio of interventions

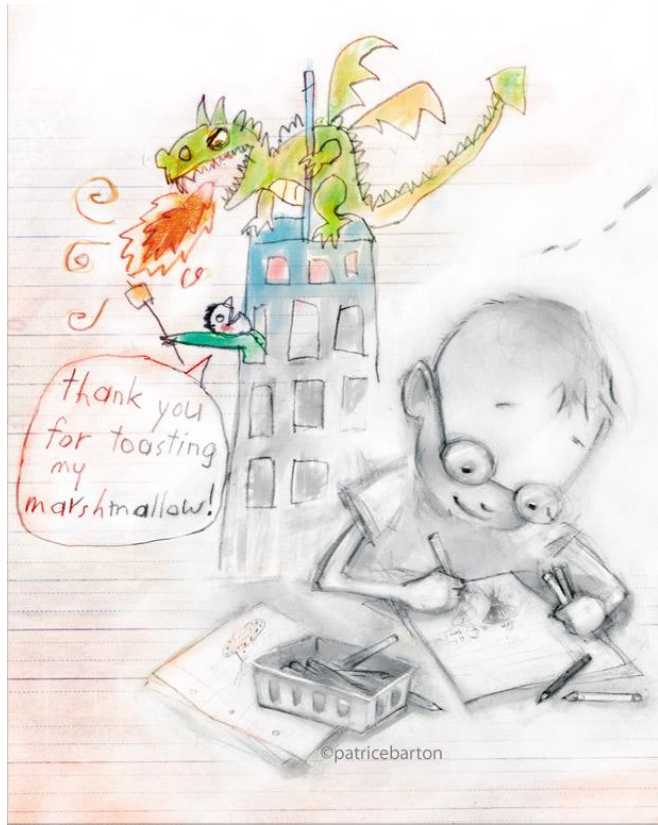
CONSTRUCTING KNOWLEDGE

"Learning is an active and constructive process that is stimulated by opportunities to acquire new knowledge in collaboration with others."

Teacher creates opportunities using books, writing, etc. to...

- engage the reader's mind
- prompt for strategic activity
- link known/unknown information





TEACHING FOR TRANSFER

"Students must understand that knowledge can be transferred to different contexts and for different purposes and goals."

- Instruction in small group within the classroom setting
- Tailored support, precision teaching, expert scaffolding in different setting
- Collaboration between classroom teacher and interventionist to observe student's ability to transfer knowledge.

MULTI-TIERED APPROACH

"Struggling readers need consistent instruction that is layered across classroom and supplemental programs".



Decisions based on data to meet the unique needs of the individual learners, in order to...

- ...unlearn inefficient and inappropriate behaviors
- ...Make giant leaps of progress
- ...Maintain gains after
The intervention

MULTI-TIERED APPROACH

Design school literacy programs that...

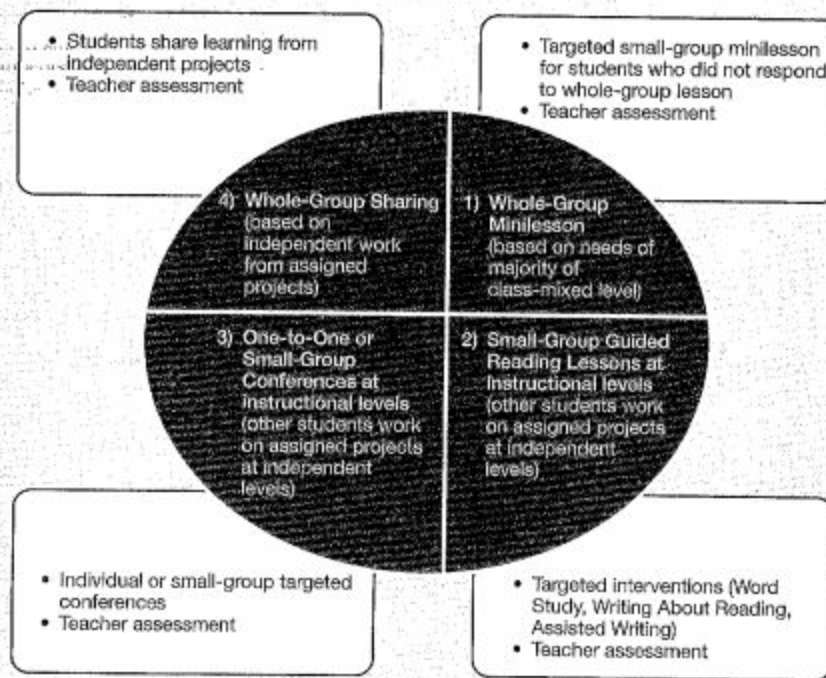
...create a classroom model of differentiated instruction

...place an emphasis on reading strategies in content areas

...provide interventions, including small group and one-to-one, for the students who are lagging behind.



FIGURE 3.2 Workshop Framework of Differentiated Support. A workshop framework is a cycle of differentiated support that starts with whole group, narrows to small group, then one-to-one or smaller group, and concludes with whole-group sharing. Assessment and intervention are embedded within the workshop framework.



CIM PORTFOLIO OF INTERVENTIONS

- Reading Recovery
- Assisted Writing
 - Interactive Writing Group
 - Writing Aloud Group
- Guided Reading Plus Group
- Writing Process Group
- Comprehension Focus Group
 - Genre -or- Content Units of Study

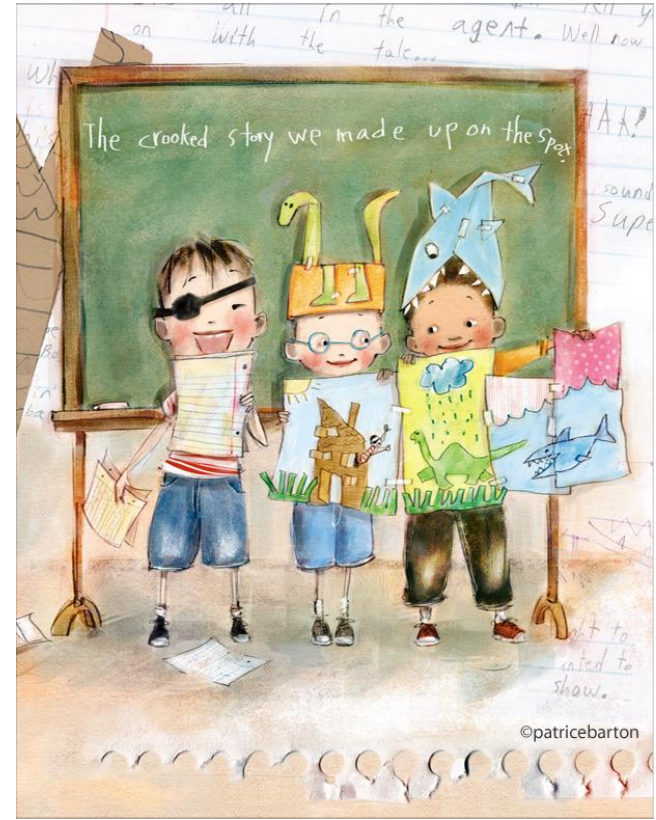
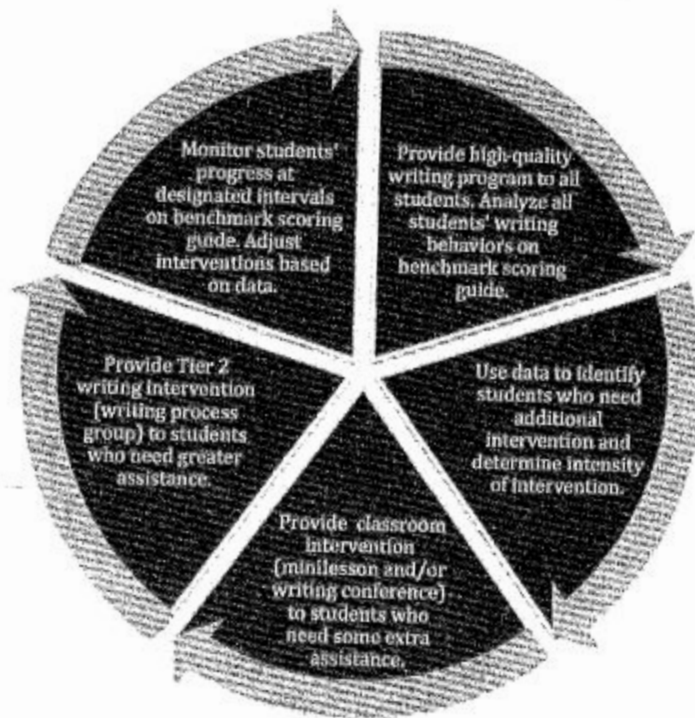


FIGURE 3.3 Cyclic Process for Using Data and Interventions to Meet the Needs of Struggling Writers during Writing Workshop



"The heartbeat of the CIM
is **the responsive teacher**
who understands,
that if a child is
not responding to intervention,
the problem is the intervention,
not the child."

~Interventions that Work p. 16

