A Comprehensive Intervention Model

The future of our society depends on a literate populace—a culture of learners who understand how to solve problems, seek solutions, communicate effectively, and construct meaning. If a student is struggling in literacy, it is critical to provide an appropriate intervention as soon as possible. Furthermore, an intervention for reversing reading failure must be grounded in a model of effective, strategic reading.

Research indicates that the struggling reader has developed an inefficient system for solving problems during reading (Paris, Lipson, & Wixcon, 1994; Harris & Pressley, 1991).[1] This inefficiency has lead to unthinking, guessing reactions that are in contrast to the reflective and intentional thinking that is associated with good readers. Strategy-based interventions are designed to foster the development of self-regulated processes, that is, the student's capacity to use knowledge, skills, and strategies for solving problems, generalizing information, and constructing new learning.

Good readers use strategies to initiate efficient problem-solving plans, monitor their actions, and redirect their thinking when meaning is threatened. This higher-level thinking is related to three psychological functions (Luria, 1980; Vygotsky, 1978):

- Conscious awareness (I know what I know)

- Selective attention (I can focus on what is important)

- Voluntary memory (I need to remember this)

An intervention must enable poor readers to develop these higher-level psychological processes, thus promoting their ability to use efficient and flexible strategies for learning. Research-based interventions, such as Reading Recovery (Clay, 1993; 2005), Interactive Strategies Approach (Scanlon & Anderson, 2010), and Instructional Conversations (Goldenberg, 1992), have shown that struggling readers can acquire efficient strategies for self-regulating their reading.

The purpose of this chapter is to present the Comprehensive Intervention Model (CIM) as a Response to Intervention (RtI) method for preventing reading difficulties. First, we describe how strategic activity and transfer are the ultimate goals of any intervention. We move to an overview of RtI, including a description of the four-tiered model of layered interventions, and an explanation of how interventions are delivered in two waves of literacy defense. We conclude by describing how the CIM uses a portfolio of interventions to meet the diverse needs of struggling readers.
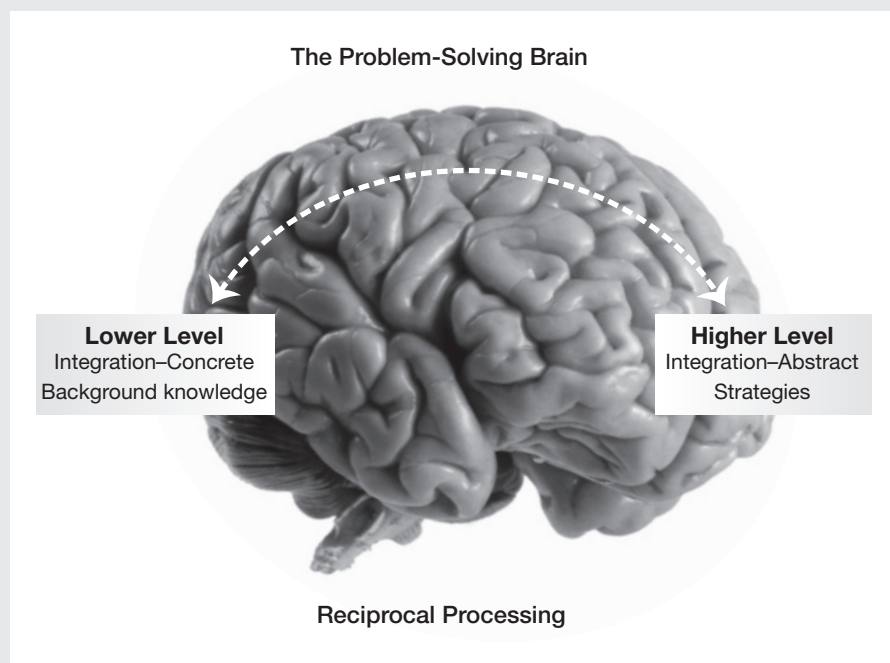
Constructing Knowledge

Learning is an active and constructive process that is stimulated by opportunities to acquire new knowledge in collaboration with others. From an intervention perspective, the teacher creates a supportive context (an intervention group) and uses meaningful tools (books, writing, etc.) to engage the reader's mind in constructive activity. Constructive activity is cognitive—an intentional and strategic process for accomplishing a particular task. Strategies can be defined as neural actions for assembling, integrating, and monitoring information for constructing new knowledge. It is essential for teachers to understand what students already know (background knowledge) and be able to prompt for strategic activity (problem-solving knowledge) that links the known and unknown information.

The brain processes information at two levels. The lower level (back cortex) is involved in storing and processing long-term memories (prior knowledge) and the higher level (front cortex) is involved in decision-making activity (see Figure 1.1).[2]

FIGURE 1.1 The mind is designed to solve problems, provided that the background knowledge is adequate and students understand how to use strategies to learn new information. Teachers prompt students to use what they already know plus a relevant strategy to learn something new.

The Problem-Solving Brain

Lower Level
Integration–Concrete
Background knowledge

Higher Level
Integration–Abstract
Strategies

Reciprocal Processing

During an intervention, the teacher uses prompts that activate students' minds to connect the lower and higher level processes for constructing new knowledge. At the same time, the teacher creates flexible opportunities for students to use their knowledge, skills, and strategies in different contexts and for different purposes.

Teaching for Transfer

The ultimate goal of an intervention is to empower students to regulate their learning for task-specific purposes. Students must understand that knowledge can be transferred to different contexts and for different purposes and goals (McKeough, Lupart, & Marini, 1995). Too often, we find students who do not understand that knowledge is generalizable; consequently, they view each learning opportunity as a novel experience. When teachers teach for transfer, they enable students to use what they know to learn new information; and teachers collaborate with one another to promote the

student's transfer of knowledge across multiple settings. Self-regulation and transfer are dependent on the reader's control of three knowledge sources (Meichenbaum & Biemiller, 1998; Paris, Lipson, & Wixson, 1994):

- *Declarative knowledge:* Knowledge of the literacy task

- *Procedural knowledge:* Knowledge of steps/procedures for carrying out the literacy task

- *Strategic knowledge:* Knowledge of flexible strategies for performing the literacy task in varied contexts and for different purposes

The CIM includes a framework for aligning instruction across classroom and supplemental settings. Transfer is facilitated as the student learns the new task in an environment with reduced distractions and tailored support, then applies the knowledge to an environment with normal distractions and distributed support. In the CIM, the following steps for used to promote transfer.

- The teacher instructs the student in a small group within the classroom setting.

- An intervention specialist provides highly tailored support, precision teaching, and expert scaffolding to the student. The intervention occurs in a setting with limited distractions, thus enabling the student to develop conscious awareness, selective attention, and strategies for problem solving in connected texts.

- Classroom and intervention teachers observe the student's ability to transfer knowledge across the two contexts. If transfer is not occurring, the teachers examine instructional factors (e.g., text levels, teaching prompts) that could impact the student's ability to generalize knowledge.

Response to Intervention

Response to Intervention (RtI) is a comprehensive assessment and intervention process for identifying students with literacy difficulties and providing targeted interventions to prevent reading failure (Johnston, 2010; Lipson & Wixson, 2010). The first step in prevention is to ensure that all students receive a high quality general education program. Therefore, if more than 15 to 20 percent of the student population is experiencing difficulty in reading, the school needs to examine the classroom curriculum. Some questions to begin the discussion are:

- Is the curriculum based on evidence-based practices?

- Is instruction differentiated to meet students' needs?

- Is assessment built into the curriculum?

- Do students have adequate reading materials to address the diversity of student learning?

- Does the teacher understand the developmental continuum of reading and writing processes?

School teams can use a modified version of the Environmental Scale for Assessing Implementation Levels (ESAIL) (2005) to assess the school's learning climate and

literacy curriculum (see Chapter 7 and Appendix G.1). These resources recognize that the first line of defense for preventing reading difficulties resides in the classroom.

A Tiered Approach to RtI

The CIM is grounded in the philosophy that struggling readers need consistent instruction that is layered across classroom and supplemental programs. Students with reading difficulties should engage in the same high-quality curriculum as their classmates, although teachers should differentiate the content by providing extra time, adapting specific methods of teaching, and providing additional adult assistance. The CIM interventions are designed to offer "positive differentiation" (see Gindis, 2003) by varying the degrees of intensity and the duration of services.[3]

The CIM uses a layered approach within a four-tier framework for aligning classroom instruction, supplemental interventions, and special education (Dorn & Schubert, 2008; 2010). The interventions are not delivered in a rigid, lock-step manner; instead, the RtI team makes data-driven decisions about the most appropriate intervention (based on intensity, duration, size of group, teacher expertise) for meeting the unique needs of the individual learners. Three sets of knowledge related to poor readers should be considered:

■ Poor readers must unlearn inefficient and inappropriate responses that are preventing them from making literacy progress. Unfortunately, many of these responses have become habituated reactions to problems, thus, interfering with the new learning. The situation can be further exacerbated by inappropriate interventions delivered by unqualified staff.

■ Poor readers must make giant leaps in their learning in order to catch up with their grade-level peers. This can be an upward struggle for low-ability readers. As classroom instruction improves in quality, the reading levels of average readers may also increase; and the achievement gap between the poor and average reader could actually widen. When this occurs, the student may need a temporary intervention to close the gap.

■ Poor readers must maintain their gains after the intervention has ceased, often in spite of other social issues that can impact literacy. This implies that struggling readers need sensitive observation and flexible support for at least one year beyond the intervention period.

The CIM includes multiple layers of intervention to promote and sustain reading progress over time. If the student is not responding to intervention, the problem may be with the teaching, not with the student. This diagnostic model requires teachers to use data in systematic ways, including observations of how students are learning on different tasks across changing contexts (classroom, Title I, special education). The layered framework views all teachers as intervention specialists, including classroom teachers, supplemental teachers, and special education teachers (see Figure 1.2).

FIGURE 1.2 Dynamic Interventions in a Layered Four-Tiered Framework
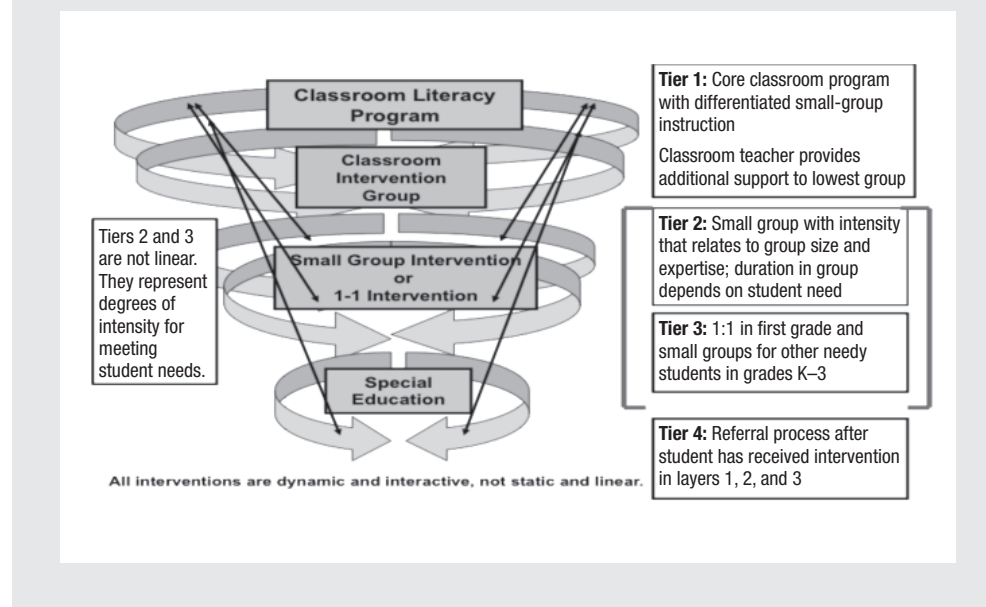
Two Waves of Literacy Defense

A comprehensive approach to RtI requires a framework of unique and well-developed interventions that meet the diverse needs of struggling students across the grades. The CIM is conceptualized as "Two Waves of Literacy Defense" with the first wave taking a preventive stance with K–3 interventions (Dorn & Henderson, 2010a; Dorn & Schubert, 2008). The premises of early intervention are logical:

- Intervene as early as possible before confusions become habituated and unthinking reactions.

- Provide intensive, short-term services that focus on problem-solving strategies in continuous texts.

- Make data-driven decisions about the intensity of interventions, the duration period, and the need for follow-up support.

The second wave of literacy defense occurs at the fourth- to twelfth-grade levels. With appropriate interventions, readers at risk in the upper grades can become successful readers. However, the interventions may take longer, because the students have habituated unproductive reading practices that can create resistance, passivity,

and lack of motivation. To address these challenges, schools must redesign their general education programs in three significant ways. They must:

- Create a classroom model of differentiated instruction.

- Place an emphasis on reading comprehension in the content areas.

- Provide interventions, including small group and one-to-one, for the students who are still reading below grade level.

First Wave of Defense

The goal of intervention is to increase the overall literacy achievement by the end of third grade and to reduce the number of children identified with learning disabilities within 1.5 percent or less of the general population. Toward this goal, struggling readers are provided with multiple layers of intervention. To illustrate, at tier 1, the classroom teacher provides the entire class with a 90-minute literacy core of differentiated instruction: whole group (spelling/word study, shared reading, interactive read-aloud, strategy-based minilesson); small group (guided reading, literature discussion, assisted writing); one-to-one (reading and writing conferences); and independent (easy or familiar reading, word study). For struggling readers, the teacher provides an additional classroom intervention; for example, she might add a word study intervention and a writing-about-reading intervention to the traditional guided reading lesson (Figure 3.1 for sample schedule).

Concurrent with tier 1, the lowest students may also receive a tier 2 small-group intervention or a tier 3 one-to-one intervention with a reading specialist. In some cases, a student might receive three interventions at the same time. If a student is not progressing at the expected rate, the classroom teacher, in collaboration with the school's intervention team, may initiate the referral process for special education. In tier 4, the special education students continue to receive tier 1 classroom instruction to meet their literacy needs, and the classroom teacher and special education teacher collaborate on a seamless approach across the two contexts. The expectation is that the special education students will continue to make good progress with the potential to reach literacy proficiency over time.

Second Wave of Defense

In the second wave of literacy defense, tier 1 instruction uses a workshop framework for differentiating instruction, including small groups and one-to-one conferences (see Figure 1.3). Interventions focus on comprehension of content-area text through strategy-based instruction. In tier 2, struggling readers receive supplemental small-group instruction from intervention specialists. Tier 3 interventions include individual or small groups of three students or less, and are provided to students who are reading below ~~average levels~~ grade level.. In schools with literacy coaches, the coaches might spend up to 40~~%~~ percent of their time providing tier 2 and tier 3 interventions to the students who need it the most. Special education teachers provide tier 4 intervention in collaboration with tier 1 classroom intervention to provide a seamless transition for learning disabled students.
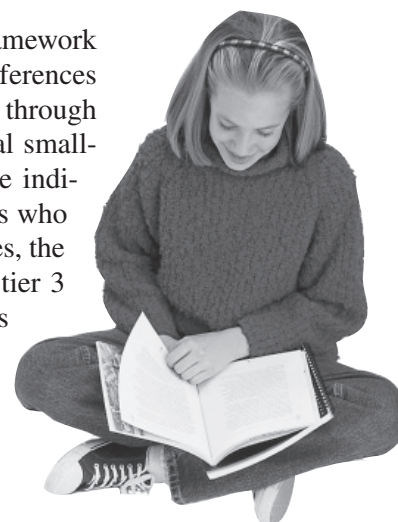
| FIGURE | 1.3 | Two Waves of Literacy Defense |

First Wave of Literacy Defense

Literacy Goal: To increase literacy achievement by the end of third grade and to reduce the number of children identified with learning disabilities within 1.5 percent or less of the general population.

Therefore, to promote accelerated learning (in contrast to remediation), students receive multiple layers of interventions at the same time. Tier 1 classroom instruction includes two levels: differentiated core instruction, plus a classroom intervention for students who are not responding to the core instruction. Some low-performing students also receive supplemental intervention from a literacy specialist at the same time. Supplemental interventions are provided based on intensity, expertise, and student needs. Referrals to special education are based on students' responses to intervention in tiers 1, 2, and 3.

	Tier 1 (includes core instruction, plus classroom intervention)	Tier 2 (supplemental group)	Tier 3 (supplemental instruction)	Tier 4 (special education in literacy processes)
Levels of Intensity	Classroom Teacher (Differentiated Instruction)	Intervention Specialist (Small Group, 1:3, 1:4, 1:5)	Intervention Specialist (1:1, 1:2, 1:3)	Special Education Teacher (Small groups or 1:1)
Layered	Tier 1 only	Tier 2 plus tier 1	Tier 3 plus tier 1	Tier 4 plus tier 1
Kindergarten Interventions	Provides all students with differentiated instruction, including whole group, small group, and one-to-one, plus provides low-performing students with an additional classroom intervention in emergent literacy foundations.	Provides additional small-group intervention in language and literacy group.	Provides more intensive small-group intervention in language and literacy group.	
First-Grade Interventions	Provides all students with differentiated instruction, including whole-group, small- group, and one-to-one, plus provides low-performing students with an additional classroom intervention in assisted writing, word study, reading response log, or writing process.	Provides additional small-group intervention in assisted writing, guided reading plus, or writing process.	Provides one-to-one instruction (Reading Recovery) to the students who need it most. Provides small group instruction (1:2 or 1:3) in assisted writing, Guided Reading Plus, or writing process to other students who need it.	For students who received tiers 1 and 2 in kindergarten and tier 1, plus tier 2 or tier 3 in first grade, the classroom teacher might start the referral process for children who are not responding to interventions. Data from previous interventions are used to plan next steps, and intervention is aligned with tier 1 instruction.
Second-Grade Interventions	Provides all students with differentiated instruction, including whole-group, small- group, and one-to-one, plus provides low-performing students with an additional classroom intervention in assisted writing, word study, reading response log, or writing process.	Provides additional small-group intervention in assisted writing, Guided Reading Plus, or writing process group.	Provides more intensive small-group intervention in assisted writing, Guided Reading Plus, or writing process group.	If student does not respond to tier 1, plus tier 2 or 3, the classroom teacher starts referral process for special education. Data from previous interventions are used to plan next steps, and intervention is aligned with tier 1 instruction.

FIGURE 1.3	Two Waves of Literacy Defense (continued)

| Third-Grade Intervention | Provides all students with differentiated instruction, including whole-group, small-group, and one-to-one, plus provides low-performing students with an additional classroom intervention in assisted writing, word study, guided reading, reading response log, or writing process. | Provides additional small-group intervention in assisted writing, Guided Reading Plus, writing process, or comprehension focus group. | Provides more intensive small-group intervention in assisted writing, Guided Reading Plus, writing process, or comprehension focus group. | If student does not respond to tier 1, plus tier 2 or 3, student is placed in special education. Data from previous interventions are used to plan next steps, and intervention is aligned with tier 1 instruction. |

Literacy Goal: In the First Wave of Literacy Defense, 98 to 99 percent of struggling learners who received tier 1, plus tier 2 or 3 interventions will have achieved literacy proficiency by the end of third grade. This goal recognizes that 1.5 percent or less of the general population may be diagnosed with a literacy disability. In tier 4, the students in special education will continue to receive tier 1 classroom instruction to meet their literacy needs, and the classroom teacher and special education teacher will collaborate on a seamless approach across the two contexts. The expecta-tion is the special education group will continue to make good progress with the potential to reach literacy proficiency over time.

As students move into the upper grades, a second wave of intervention is designed to ensure that struggling readers receive Tier 1 classroom support in small group or individual interventions, plus supplemental support, as needed, by literacy specialists. Tier 3 intervention is provided to students who are reading at below basic levels. This intervention can be provided by literacy coaches, ELL teachers, and reading specialists.

Second Wave of Literacy Defense

Literacy Goal: To increase literacy achievement for all students with simultaneous interventions that focus on research-based, problem-solving strategies for reading and writing in the content areas.

Therefore, classroom teachers in the content areas acquire knowledge of reading strategies, as well as management techniques for differentiating instruction to meet the needs of struggling readers. In tier 1 classroom instruction, students receive whole-group, small-group, and one-to-one support within a workshop framework. In tier 2 intervention, struggling readers receive supplemental instruction provided by literacy specialists, interventionists, or literacy coaches. In tier 3 intervention, students who are reading below the basic level receive more intensive instruction during 1:1, 1:2, or 1:3 interventions. Special education teachers provide tier 4 support in collaboration with tier 1 classroom intervention to ensure a seamless transition for learning disabled students.

Tier 1 (classroom intervention beyond core program)	Tier 2 (supplemental group)	Tier 3 (supplemental instruction)	Tier 4 (special education in literacy processes)
Classroom Teacher (Differentiated Instruction)	Intervention Specialist (1:3, 1:4, 1:5)	Intervention Specialist (1:1, 1:2, 1:3)	Special Education Teacher (Small Groups)
Tier 1 only	Tier 2 plus tier 1	Tier 3 plus tier 1	Tier 4 plus tier 1
Provides all students with differentiated instruction within a workshop framework, including whole-group, small-group, and one-to-one. Struggling readers receive classroom intervention in small group or individual reading/writing conferences.	Provides small-group supplemental intervention for students who are reading below grade level.	Provides more intensive intervention for students who are reading at below basic level in reading and writing.	Provides small-group intervention that aligns with classroom support for students with learning disabilities.

The Comprehensive Intervention Model (CIM)

For decades, many schools have used a discrepancy model for identifying students with learning disabilities. This deficit approach assumes that the problem lies within the child, while ignoring the fact that external factors (e.g., flawed assessments, inappropriate materials, limited opportunities, poor instruction) may be the root cause of reading difficulties (Spear-Swerling & Sternberg, 1996).[4] As a result, many children are identified as learning disabled based on a defective system (Aaron, 1997; Allington, 2002).

Marie Clay (1987) has argued that learning disabled and low-achieving readers are indistinguishable groups. She insisted that there is no evidence to suggest that children with learning disabilities should be taught any differently than children with reading difficulties. Many of the programs developed for poor readers, generally by specialists in the field of reading, might also be highly appropriate for children with reading disabilities.[5]

Numerous studies of small-group interventions have demonstrated their effectiveness with struggling readers (e.g., Graham & Harris, 2005; Saunders & Goldenberg, 1999; Vellutino & Scanlon, 2002). Three state-level studies in Arkansas provide support for a comprehensive literacy model that includes both Reading Recovery and small-group components (Dorn & Allen, 1995; Harrison, 2003: James, 2005). These studies found that Reading Recovery and small-group programs are complementary interventions that recognize the diverse needs of struggling readers and provide varying degrees of intensity.

The small-group interventions in the CIM were developed by examining research on successful literacy practices and refined through partnerships with teachers in the schools (Dorn, French, & Jones, 1997; Dorn & Soffos, 2001a; 2005a). All interventions are structured around predictable lesson components and established routines with daily instruction. Within this framework, teachers employ data-driven, decision-making processes, including selecting books, prompting for strategies, and teaching for independence and transfer.

CIM Portfolio of Interventions

The CIM portfolio includes a collection of eight evidence-based interventions for kindergarten to middle school:

1. Reading Recovery

2. Guided reading plus group

3. Assisted writing—interactive writing group

4. Assisted writing—writing aloud group

5. Writing process group

6. Comprehension focus group—genre units of study

7. Comprehension focus group—strategy units of study

8. Comprehension focus group—-content units of study (see Table 1.1)

The small-group interventions can be taught by classroom teachers (tier 1), supplemental teachers (tiers 2 and 3), and special education teachers (tier 4). The intensity of each intervention is determined by group size, which ranges from two to five students. Following diagnostic assessment, an intervention team meeting is convened and teachers collaborate on the most appropriate intervention to meet the unique needs of the students.

Each intervention can be implemented within or outside the classroom, with the exception of Reading Recovery, which is always taught as a pull-out intervention, and writing process group, which is always taught within the classroom writing workshop. The comprehension focus group interventions are designed for intermediate and middle school students; and although we will describe them in this section, the subsequent chapters are focused on the K–3 interventions (for more information on the comprehension focus groups, see Dorn & Soffos, 2009b).

Guided Reading Plus Intervention

Guided Reading Plus (GRP) is a small-group intervention for students who are not reading on grade level. The intervention is designed for struggling readers in the primary grades (emergent to transitional levels) and for upper-grade students who are reading below grade level (approximately third- or fourth-grade levels).

The addition of writing and word study to the traditional guided reading group is especially important for struggling readers. Writing plays a special role in lifting reading achievement, as writing slows down the reading process and increases the reader's orthographic and phonological knowledge through motor production. The GRP intervention enables struggling readers to read for understanding, practice efficient decoding strategies, and use what they know about reading to assist with their writing, and vice versa (see Dorn & Soffos, 2009a; 2009c).

Assisted Writing Intervention

The assisted writing (AW) intervention is for students in first to fourth grades who are struggling with literacy processing. *Assisted writing* is an umbrella term for classifying two types of writing interventions: interactive writing and writing aloud. At the emergent to early levels, the interactive writing intervention enables students to:

- Acquire foundational concepts about print

- Understand that writing is about communicating a message

- Apply rereading strategies to predict and monitor reading

- Articulate words slowly and hear and record letters in words

- Use simple resources as self-help tools (e.g., ABC chart, personal dictionary)

- Become fluent with correct letter formation

- Build a core of high-frequency words

- Cross-check multiple sources of information

The writing-aloud intervention is designed for students who are reading at higher levels, but experiencing difficulty with the writing process. The goal is to assist students in understanding that writing includes a process of generating ideas, drafting a message, revising, editing, and preparing a piece for a particular audience. The writing-aloud intervention includes five elements:

■ Explicit teaching through minilessons

■ Group compositions

■ Individual writing

■ Teacher conferences

■ Student self-assessments

Writing Process Group Intervention

The writing process (WG) group is delivered within the writing workshop block of the classroom. It is a supplemental intervention taught by a specialty teacher (CIM Interventionist, Title I, Reading Recovery, special education). The interventionist comes into the classroom during the writing workshop block and gathers a small group of struggling writers to a table where she assists them with their writing, including composing a meaningful message, applying problem-solving strategies for working on words, revising and editing the message, and maintaining a focus for completing the writing task. The interventionist observes the writing behaviors of individual students within the group and provides tailored support that enables each student to accomplish the classroom writing goals.

Comprehension Focus Group Interventions

Comprehension focus group (CFG) interventions are designed for intermediate and middle school students who are struggling with reading comprehension (see Dorn & Soffos, 2009b). *Comprehension focus group* is an umbrella term that includes three types of comprehension units: genre unit, strategy unit, and content unit. Each intervention consists of a series of reading and writing lessons with a specific focus that occurs over a period of weeks. The intervention is organized around units of study that require readers to apply higher-level comprehension strategies to analyze relationships within and across texts. Reading and writing are viewed as reciprocal processes; therefore, students are taught to use their knowledge from reading to support their writing and vice versa. The CFG intervention consists of four phases (also see Table 1.1):

■ Preparing

■ Reading

■ Discussing the book

■ Writing

TABLE 1.1 CIM Portfolio of Small-Group Interventions

Intervention	Role of Reading	Role of Writing	Entry and Exit Assessments	Progress Monitoring	Informal Assessments	Materials
Guided Reading Plus (GRP)	Reading strategies, fluency, vocabulary, comprehension, word-solving strategies	Writing about reading, word solving/spelling strategies, composing and planning strategies, linking reading and writing	Text Reading Level, Comprehension Rubric, Fluency Measure, Word Test, Phonological Assessment	Text Reading Level, Writing About Reading Prompt and Rubric	Running records, anecdotal notes, record of high-frequency words, writing journals/ logs	Leveled texts, magnetic letters, word/pattern charts, writing journals/ logs, graphic organizers (upper levels), dry erase boards
Assisted Writing Group • Interactive Writing (IW) Group	Concepts of print, reading and writing connections, letter and word knowledge, early reading strategies	Concepts of print, composing meaningful messages for reading, phonological awareness, word-solving strategies	Text Reading Level, Word Test, Writing Prompt and Rubric, Phonological Measure	Text Reading Level, Writing About Reading Prompt and Rubric	Writing journal/ draft, record of high-frequency words, anecdotal notes	Student word dictionaries, ABC charts, writing journals or logs, magnetic letters, dry erase boards, writing checklists, sound/letter books
• Writing Aloud (WA) Group	Reading and writing connections, vocabulary, word-solving strategies	Organizing writing, composing message, editing and revising process	Text Reading Level, Writing Prompt and Rubric			Writing journals or logs. published dictionary, published thesaurus, writing checklists, dry erase boards
Writing Process (WP) Group	Reading and writing links	Writing process, writing strategies	Text Reading Level, Writing Prompt and Rubric	Text Reading Level, Writing Prompt and Rubric	Writing journal/draft or portfolio, anecdotal notes	Writing journals, portfolios, or logs, writing checklists
Comprehension Focus Group (CFG) • Genre/Text unit • Strategy unit • Content strategy unit	Reading strategies, text structures, deep comprehension, vocabulary, reading and writing connections	Writing strategies, text structures, writing process, reading and writing connections	Text Reading Level (oral and silent reading), Comprehension Rubric, Writing Prompt and Scoring Rubric	Text Reading Level,	Running Records, Reading Response log with comprehension rubric, writing samples with rubrics for assessing writing development; anecdotal notes	Book units, response logs, writing checklists, strategy checklists, text maps, writing guides, writing resources

Matching Interventions to Students

The portfolio approach is grounded in the belief that children possess unique strengths and needs; therefore, an intervention should be carefully selected to match the particular student. The identification of students with reading difficulties is a complex process that requires a comprehensive literacy diagnosis (see Dorn & Henderson, 2010b). The diagnosis consists of a battery of literacy assessments, including classroom observations. Following the literacy diagnostic, the intervention team (e.g., classroom teachers, specialists, administrators) meets to discuss the student's progress and select the most appropriate intervention for the student.

Once the student is selected to receive an intervention, the team completes an Intervention Planner (see Figure 1.4). The Intervention Planner is a collaborative tool for aligning and layering services across classroom and supplemental programs. For example, if a student's diagnostic indicates a weakness in phonics, the student's classroom intervention (tier 1) might include a 10-minute word study lesson prior the guided reading lesson for three days a week; and the supplemental intervention (tier 2 or 3) might be GRP with careful attention to the development of word knowledge in both reading and writing. The Intervention Planner serves as a chronological history for any intervention that a student receives (classroom, small group, or one-to-one) and outlines the plan for instruction, how the plan will be monitored, and the intensity and duration of the intervention (see Meyer & Reindl, 2010).

Closing Thoughts

In this chapter, we have proposed that students with reading difficulties have developed inefficient systems for regulating their reading, and that intervention can prevent or reverse the reading problems. The goal of intervention is create a learning context that enables students to acquire metacognitive strategies for planning, monitoring, and self-correcting their reading. These strategies are grounded in higher-level psychological processes of consciousness, attention, and voluntary memory. An intervention should focus on the development of self-regulation and transfer, in contrast to the acquisition of simple items of knowledge.

The CIM is a theoretical framework for layering interventions across classroom and intervention settings, ensuring consistency for the most fragile learners. The portfolio of interventions is based on the theory that struggling readers have unique needs, and a range of interventions provide options for matching the intervention to the learner. The portfolio is based on four principles:

- Teachers select the most appropriate intervention to meet student needs.

- Intervention aligns with high-quality classroom instruction.

- Student progress is closely monitored across interventions and classroom instruction.

- Intervention teams collaborate on student learning and make data-based decisions for continued improvement.

FIGURE	1.4	RtI Plan for Aligning and Layering Literacy Interventions

Student Goal: Developing a Self-Regulated Learner

Student _____   Grade _____   Classroom Teacher _____   Date _____

			◄──── DEGREES OF INTENSITY ────►			
			Individual	**Small Group**	**Whole Class**	**Independent Work**
LAYERS OF SUPPORT/EXPERTISE	**Classroom: Tier 1**	**Universal**	❑ Reading Conference ❑ Writing Conference	❑ Guided Reading Group ❑ Literature Discussion Group ❑ Reading and Writing Conferences ❑ Language Investigations ❑ Genre, Text, and Author Studies ❑ Tailored Mini Lessons	❑ Read Aloud ❑ Shared Reading ❑ Mini Lessons ❑ Spelling/ Phonics ❑ Share Time	❑ Familiar/Easy Reading ❑ Writing Process ❑ Phonics or Vocabulary Tasks ❑ Literature Extensions ❑ Research Projects ❑ Internet Projects
			1:1 or Small Group (2–3)	**Small Group (4–5)**	**Plan/Monitoring/Duration**	
		Intervention	❑ Reading Conference ❑ Writing Conference	❑ Word Study (prior to Guided Reading) ❑ Writing about Reading (following Guided Reading) ❑ Language and Literacy Group ❑ Assisted Writing Group ❑ Writing Process Group (push-in)		
	Intervention Specialist	**Tier 2**	**Small Group (2–3)**	**Small Group (4–5)**	**Plan/Monitoring/Duration**	
			❑ Guided Reading Plus Group ❑ Comprehension Focus Group ❑ Language and Literacy Group ❑ Assisted Writing Group ❑ Writing Process Group (push-in)	❑ Guided Reading Plus Group ❑ Comprehension Focus Group ❑ Language and Literacy Group ❑ Assisted Writing Group ❑ Writing Process Group (push-in)		
		Tier 3	**1:1**		**Plan/Monitoring/Duration**	
			❑ Reading Recovery ❑ Targeted Intervention (beyond first grade)			
	Special Education	**Tier 4**	**1-1**	**Small Group (2–5)**	**Plan/Monitoring/Duration**	
			❑ Targeted Intervention	❑ Guided Reading Plus Group ❑ Comprehension Focus Group ❑ Language and Literacy Group ❑ Assisted Writing Group ❑ Writing Process Group (push-in)		

Team Members Present _____   Next Meeting: _____

Adapted and used with permission from *The Journal of Reading Recovery*.

The heartbeat of the CIM is the responsive teacher who understands that if is a child is not responding to intervention, the problem is with the intervention, not the child. In the following chapters, we present details for implementing the CIM as a process for preventing the reading failure of kindergarten to third-grade students.

NOTES

1. Paris, Lipson, and Wixson (1994) claimed that less skilled readers have little knowledge of how text features, task goals, and strategies influence their reading. As a result, they engage in inefficient reading behaviors. In contrast, skilled readers understand how to use strategies for managing and controlling their cognitive activities in a reflective and purposeful way. Paris and colleagues relate these cognitive processes to metacognition, task persistence, motivation, and instructional goals. Harris and Pressley (1991) emphasized involving students in instructional planning, having students practice strategies in a wide array of materials and settings, monitoring long-term strategy use, and involving special education and regular education teachers in collaboration with each other.

2. James Zull (2002) provided an insightful look at the functions of the two integrative cortices in learning. He described how the back integrative cortex deals predominately with the past; and the front integrative cortex is about the future. According to Zull, we store our facts and memories in the back integrative cortex; and the front integrative cortex is where we develop our ideas, make plans, organize our thoughts into bigger pictures, and generalize knowledge.

3. Vygotksy's theory of "positive differentiation" has particular relevance for RtI. According to Gindis (2003), Vygtosky's main premise was "that a child with a disability must be accommodated with experiences and opportunities that are as close as possible to the mainstreamed situation, but not at the expense of 'positive differentiation.' This should be based on a child's potential rather than on his or her current limitations" (p. 213).

4. Spear-Swerling and Sternberg (1996) cautioned that poor readers diagnosed as having LD or RD [reading disability] may actually be harmed rather than helped. In particular, the diagnosis of reading disability may exacerbate certain phenomena [e.g., lowered expectations, motivation, levels of practice] commonly experienced by youngsters who are poor readers." (p. 9)

5. Marie Clay (1987) was an early advocate of systematic observations and responsive teaching for preventing reading failure; she claimed that there is no evidence to suggest that children with learning disabilities should be taught any differently than children with reading difficulties. She maintained that many of the challenges faced by struggling readers could be traced back to the quality differences among teachers and the programs they deliver to their students.