

OVERVIEW

The Comprehensive Intervention Model (CIM) is a systemic and layered design for increasing the literary achievement of struggling readers and writers in kindergarten through eighth grades. CIM is based on the belief that teachers must be experts in observing the changes that occur over time in children's literacy behaviors and be able to make moment-to-moment decisions based on the children's strengths and areas of need. The CIM uses a layered approach within a four-tier framework for aligning classroom instruction, supplemental interventions, and special education. Teachers use data (including classroom observations) to place students in the most appropriate intervention.

The CIM framework includes a portfolio of research-based interventions; collaborative structures for aligning instruction across classroom and supplemental settings; a comprehensive literacy assessment system, and professional development provided through university partnerships. Except for the Writing Process Group, which is taught within the classroom writing workshop, CIM interventions include both reading and writing components. In order to include both reading and writing of meaningful text, the lesson format spans two or more days with 30 minutes of instruction per day. CIM meets the goals of a Response to Intervention (RTI) method for identifying children at risk of reading failure and providing research-based, targeted instruction for reading success.



CONTACT INFORMATION

The CIM is offered through the Reading Recovery[®] Center at Saint Mary's College of California.

Saint Mary's College of California
Kalmanovitz School of Education
Reading Recovery Center
1928 St. Mary's Road, PMB 4350
Moraga, CA 94575

Office Phone: (925) 631-4722

Directors and Trainers: Dr. Adria Klein
aklein@stmarys-ca.edu and Deb Rich,
dls2@stmarys-ca.edu

Program Assistant: Annie Browne
ahb7@stmarys-ca.edu

COMPARING INTERVENTION PROGRAMS

Reading Recovery and Literacy Lessons and the CIM

Reading Recovery...

- ❖ is a highly effective early intervention for the lowest-achieving children in 1st grade.
- ❖ Descubriendo la Lectura (DLL) is the reconstruction of RR for children being instructed in Spanish.

Literacy Lessons...

- ❖ builds on the strong theoretical base and well-researched protocols or RR in order to reach a wider group of children with special needs beyond 1st grade.

The CIM...

- ❖ provides a portfolio of research based effective small group instructional approaches designed to reverse student reading failures through layered interventions that complement the school curriculum K-12.
- ❖ includes differentiated classroom instruction and supplemental interventions in small groups or one-to-one.

Comprehensive Intervention Model

(CIM)

The CIM is...

- ❖ a well-coordinated, seamless design for providing services to struggling readers.
- ❖ a systemic model for reversing reading failure through layered interventions in grades K-12.
- ❖ one of the ten components of the Partnerships in Comprehensive Literacy (PCL) school improvement model.



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THE CIM LITERACY INTERVENTION COACH

The CIM Literacy Intervention Coach implements systemic literacy changes at the district.

CIM coaches:

- ❖ provide initial training and on-going professional development to school-based CIM intervention teachers.
- ❖ provide input to the district curriculum coordinator who manages, coordinates and assesses the district-wide literacy curriculum and RTI plan.
- ❖ teach intervention groups everyday in a variety of settings and grade levels.
- ❖ participate in the CIM literacy intervention coach network.
- ❖ self-reflect on professional learning and literacy goals.

CIM coaches enroll in either 6 or 12 units (depending on RR experience) of rigorous post-graduate coursework during their preparation year while working full-time in their home districts with students, teachers and administrators. This prepares them to become a coach at the district or school level. The preparation program prepares CIM coaches in four interrelated areas:

1. Literacy theory
2. Effective literacy practices and assessments
3. Coordinating and managing a literacy program
4. Working with adults, including knowledge of coaching and mentoring techniques

CIM coach preparation includes a summer institute, professional preparation program, site visit(s), annual academy, and affiliation.



THE CIM TEACHER

The adoption of CIM represents an investment in the development of teacher expertise. Careful selection of appropriate teachers is critical to the effectiveness and success of the intervention. Teaching children who struggle with literacy learning is very challenging, and teachers selected for training must be experienced and effective. They need to be open to new learning and ready to continuously reflect, problem solve, and adjust their teaching to ensure the success for struggling readers. The CIM teacher also works closely with the CIM Coach, classroom teachers, and building administrators, so teachers selected for CIM preparation should be knowledgeable professionals who are able to communicate, cooperate, and negotiate effectively.

The building administrator decides to implement CIM in the school and selects the teacher(s) to prepare for this role. In consultation with the building administrator, the CIM teacher enrolls in two (2) one-unit courses during the preparation year: Comprehensive Intervention Model I and Comprehensive Intervention Model II, both offered through Saint Mary's College of CA (SMC) and facilitated by a CIM coach.

REQUIREMENTS FOR TRAINING

CIM Literacy Intervention Coach	CIM Teacher
<ul style="list-style-type: none"> ➤ Must be trained in Reading Recovery ➤ RR Teacher Leader enrolls in 6 units ➤ RR Teacher enrolls in 12 units ➤ Takes courses with SMC trainer* ➤ Courses held on SMC campus and off campus through distance learning ➤ Costs: Tuition and training fee 	<ul style="list-style-type: none"> ➤ Reading Recovery training not required ➤ Enrolls in 2 units ➤ Takes courses with district coach* ➤ Courses held off SMC campus at school districts ➤ Costs: Tuition *Both coaches and teachers must enroll in courses at Saint Mary's College of CA for the year-long training.

THE CIM INTERVENTIONS

- ❖ **Reading Recovery® (Grade 1)***
is a short-term, one-to-one intervention in which children make accelerated progress that permits them to catch up to their peers and continue to work successfully within a classroom program after only 12-20 weeks of intervention instruction. *Requires a separate preparation program provided by a Reading Recovery Teacher Leader in the district.
- ❖ **Guided Reading Plus (Grades 1-6)**
is a small-group intervention for students who are lagging behind their classmates in reading ability and are reading at the emergent to transitional levels (reading at the second-grade level or below) or for upper-grade students who are reading below grade level.
- ❖ **Comprehension Focus Group (Grades 3-12)**
is designed for children who are reading at the transitional level and beyond in grades three and higher and who are having difficulty comprehending the wide range of text as they move up the grades. The intervention is designed to help students develop reading and writing knowledge for three major text types: literary, informational, and persuasive.
- ❖ **Assisted Writing/Interactive Writing Group (Grades K-1)**
is designed to enable students at the emergent to early levels of literacy to acquire foundational concepts about print.
- ❖ **Assisted Writing/Writing-Aloud Group (Grades 1-4)**
is designed for students who are reading on grade level, but are experiencing difficulty with the writing. The goal is to assist students in understanding the writing process: composing, revising and editing strategies, and the link between reading and writing.
- ❖ **Writing Process Group (Grades 1-8)**
is designed for children who are struggling with the writing process, and is delivered in their writing workshop classroom. The CIM teacher provides tailored instruction that focuses on the writing process, including composing, revising, crafting, editing, and publishing processes in order to accomplish the classroom writing goals.