



PRIMARY INTERVENTION PROGRAM

LE PROGRAMME D'INTERVENTION AU PRIMAIRE



SPÉCIALISTE SPECIALIST

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APERÇU DU CONTENU CONTENT OVERVIEW

Marie-Lyne describes the reading intervention program in PEI that the province has been running for 20 years. It starts in grade 3. Four students participate at a time. The program runs for 8 weeks for 2.5 hours a day with an itinerant teacher.



TYPE DE RESSOURCE RESOURCE TYPE

Balado / Podcast



LANGUE DE LA RESSOURCE LANGUAGE OF RESOURCE

Français / French



BALISES TAGS

- Administrators
- Literacy
- Special Education
- Reading Intervention
- Student Success



TEMPS ESTIMÉ REQUIS ESTIMATED TIME REQUIRED

30 minutes listening - 1 hour discussion



MESSAGES CLÉS KEY MESSAGES

- Focused short-term reading interventions are successful in immersion.



LES TROIS PREMIERS CONSEILS D'UTILISATION TOP THREE SUGGESTIONS FOR USE:

1. An excellent discussion for school administrators to have together when developing an intervention program.
2. Listen to the last five minutes with primary teachers to begin the discussion around how a program like this would work in your school district. How does this affect their classroom programming?
3. If wanting to discuss intervention programs with superintendents, this model success demonstrates what types of programs to consider.





PRINCIPAUX ÉLÉMENTS

MAIN FEATURES

1:20 - Goals for the podcast.

2:15 - The intervention program starts in grade 3 and Marie-Lyne discusses why they have chosen this age.

3:00 - Marie-Lyn discusses the 8-week program which is delivered by an itinerant teacher. Four students attend her class for 8 weeks. 2-2.5 hours per day.

3:45 - The students who participate are chosen by their teacher in combination with the itinerant teacher pretests. Who are the students that will benefit the most from the program?

They look for:

- Students who seem to need a small intervention to make a big difference
- Parental support
- Students who can handle 2.5 hours of intervention per day
- Students who haven't already had intervention.
- Who work well with other students in a small group setting

6:50 - What resources are they using? There is no prescribed resource. They follow what is happening in class, focusing on guided, independent reading, phonological awareness. Support is given quickly in such a small group and can be tailored easily. Students take risks more readily in this small group.

9:00 - Why 3rd grade? There is more support available for students in kindergarten and grade 1. This is a prescribed program with an itinerant teacher for those students who continue to be just under grade level performance. It's a confidence builder.

11:06 - How are schools chosen? PEI is a small province; all schools have access to the program.

13:10 - What is the success rate? What types of tests give you data?

- Vocabulary
- Sounds
- Reading test
- Phonological awareness

Most students move 2-5 reading levels in 8 weeks. Students' ability in decoding increases as well as their confidence. Students do not do more than one cycle of 8 weeks.

16:28 - Parents are very pleased with the results of this program.

18:40 - Description of the program: the itinerant teacher follows the program of the teacher, but has the liberty to change, following the grade 3 curriculum. Tailored to the student- focused on phonological awareness, guided reading, decoding, etc.

21:36 - What can you do tomorrow?

- Invest in your itinerant teachers
- Discuss this with your district: could be a different format for larger districts

