



Ministry of  
Education

**PROVINCIAL EARLY INTERVENTION PROGRAM  
FOR STUDENTS WITH LEARNING DISABILITIES**

**PEIR**

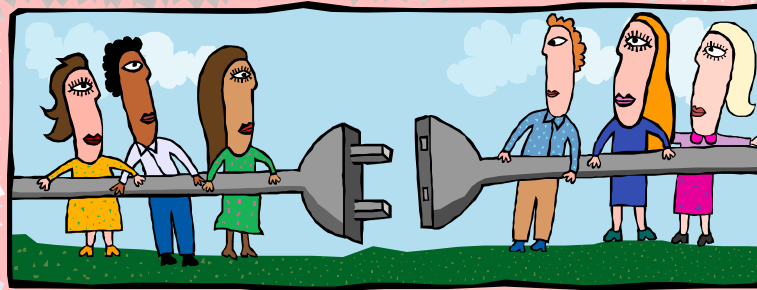


PEIR is located at Collingwood Neighbourhood School  
in Vancouver.



## PROGRAM STAFF

- Teachers **Deb Creighton, Renée Gowdy**
- School & Student Support Worker **Sheila Letwiniuk**
- Speech Language Pathologist **Carol Westdal**
- Psychologist **Hadas Av-Gay**
- School Administrator **Helen Hait**

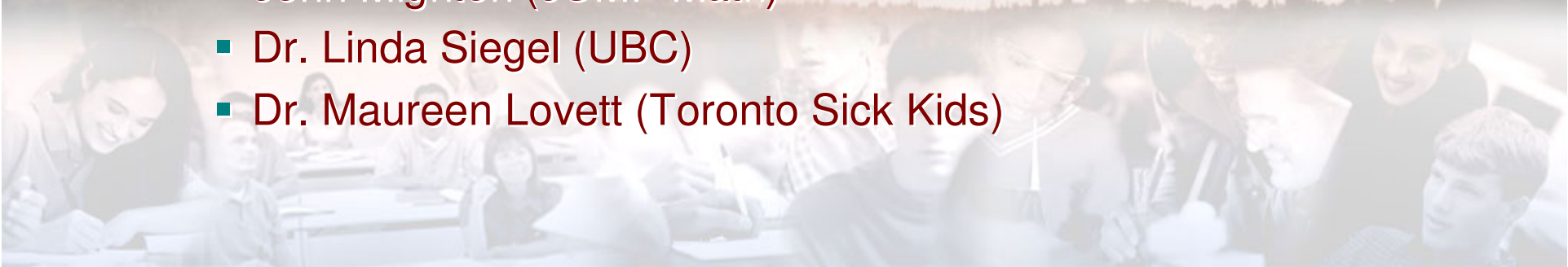


# DEVELOPMENT OF THE PEIR PROGRAM

PEIR was developed through a consultative process.

Participants involved in the development phase have included:

- Members of the PEIR steering committee
- Joan O’Leary (Ministry of Education)
- Catherine Remedios (Director of Instruction)
- Cathy Hasley ( District Principal of Special Education)
- Catherine Jamieson/Dan MacDougall (Project Manager)
- John Mighton (JUMP Math)
- Dr. Linda Siegel (UBC)
- Dr. Maureen Lovett (Toronto Sick Kids)



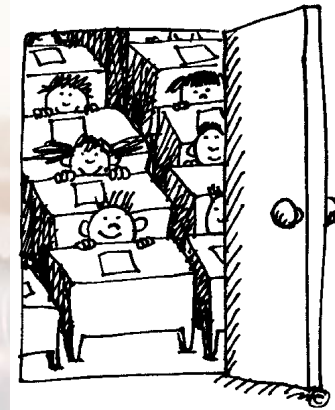
## PURPOSE OF THE DEMONSTRATION CLASSROOM

The purpose of the provincial demonstration classroom is twofold.

1. To provide a specialized short term program for primary students who have been diagnosed with a learning disability.
2. To provide teachers, schools and school districts with the information and skills necessary to make informed choices about research based practice, guide choices for professional development and to improve early intervention services for at risk students.

# ACADEMIC INSTRUCTION

The aim of the PEIR program is to provide an appropriate learning environment that will facilitate the acquisition of academic skills, with a focus on the development of phonological, literacy and numeracy skills.



# Shape of the Day

A typical day at PEIR involves work in small groups on the following:

20 min. class meeting, shape of the day, self-regulation activities,  
input from Speech Language Pathologist and Psychologist

1 hour explicit reading instruction using the Empower reading program

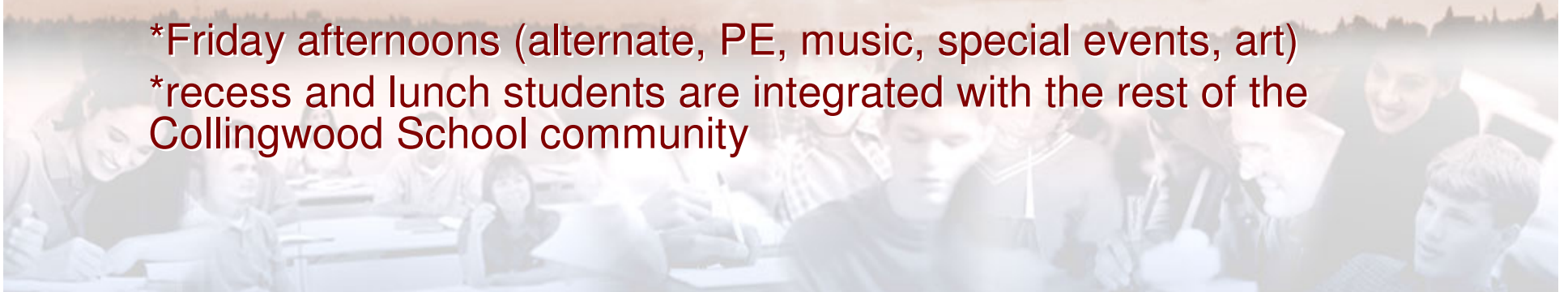
1 hour of FastForward language II

1 hour guided reading and writing

40 minutes mathematics instruction

\*Friday afternoons (alternate, PE, music, special events, art)

\*recess and lunch students are integrated with the rest of the  
Collingwood School community



# PROGRAM COMPONENTS

## Curricular Components:

- EMPOWER reading program
- Fast ForWord
- Jump Math



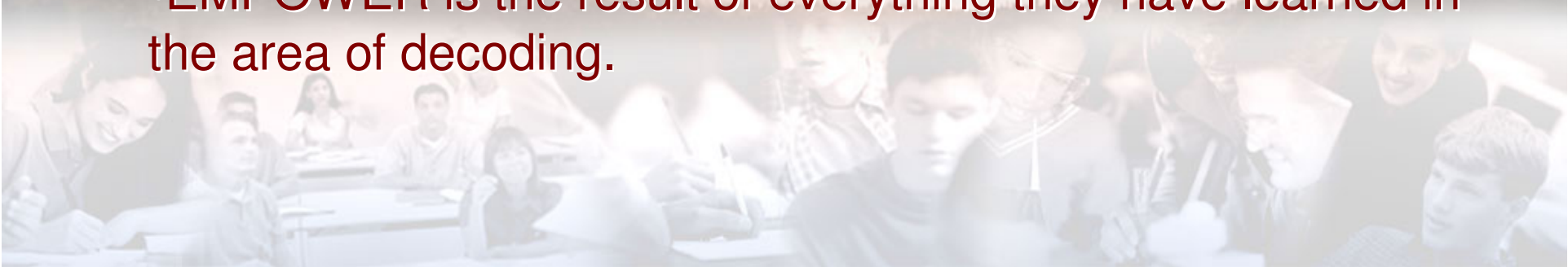
## Computer technology:



- Smart Board: Smart Ideas/Smart Notebook
- 5 PC platform computers for student use

# EMPOWER Reading Program

- Dr. Maureen Lovett has worked at Toronto Sick Kid's Hospital for over 25 years researching to understand the core learning problems of children with severe reading disabilities.
- The LDRP team has taught and evaluated the progress of more than 3,000 struggling readers who received systematic remediation in a small group setting.
- PHAST is the research program which was put through rigorous scientific guidelines. From PHAST the team developed EMPOWER.
- EMPOWER is the result of everything they have learned in the area of decoding.



# What is EMPOWER reading?

**EMPOWER teaches children word identification skills and 5 decoding strategies**

**Sounding Out**

**Rhyming**

**Peeling Off**

**Vowel Alert**

**Spy**

**GAME PLAN:** Once students have learned at least three of the decoding strategies they are taught how to select an appropriate strategy, accurately apply the strategy, monitor the application of the strategy and then the success of their efforts.



# FAST FORWARD

Fast ForWord software is a series of scientifically validated reading intervention products that applies neuro-science principles to building the learning capacity of students.

Fast ForWord helps to build the cognitive skills of memory, attention, processing and sequencing in the context of improving reading skills.



# JUMP MATH

## JUMP MATH APPROACH

- Builds confidence by promoting positive learning environments with plenty of praise and encouragement
- Focus on both conceptual and procedural approaches simultaneously
- Achieve mastery and understanding by breaking down new concepts and skills into small, sequential steps
- Parts 1 and 2 of every workbook include patterns and algebra, number sense, geometry, measurement, and data management and probability



## Smart Board: Smart Ideas

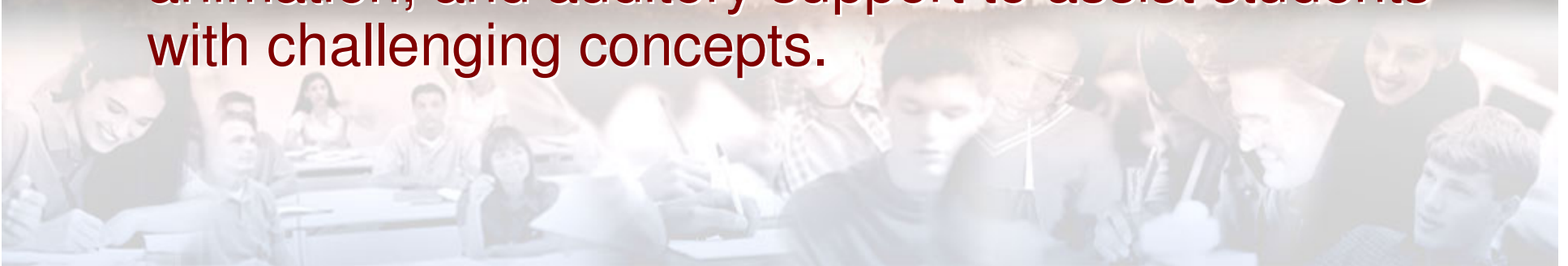
- Interactive whiteboard
- Concept Mapping Software
- Students build interactive maps which help them analyze and understand ideas
- Engages students with multiple ways of presenting information
- Encourages creative thinking through the use of interactive clip art, connectors, patterns and images



## CLASSROOM SUITE

*Classroom Suite* is based on the concept of universal design for learning ---multiple means of representation, expression, and engagement—to help students who are struggling with challenging concepts in math, reading, and writing.

The tools incorporate multimedia modeling, animation, and auditory support to assist students with challenging concepts.



## Follow Up

Transitioning students back to their regular classroom will take place over the month after they leave PEIR.

Professional Development for Classroom and Resource Teachers at your child's home school will be provided by our team.



# Intakes

15 Students per intake.

Two intakes per year. Four month duration.

October – January

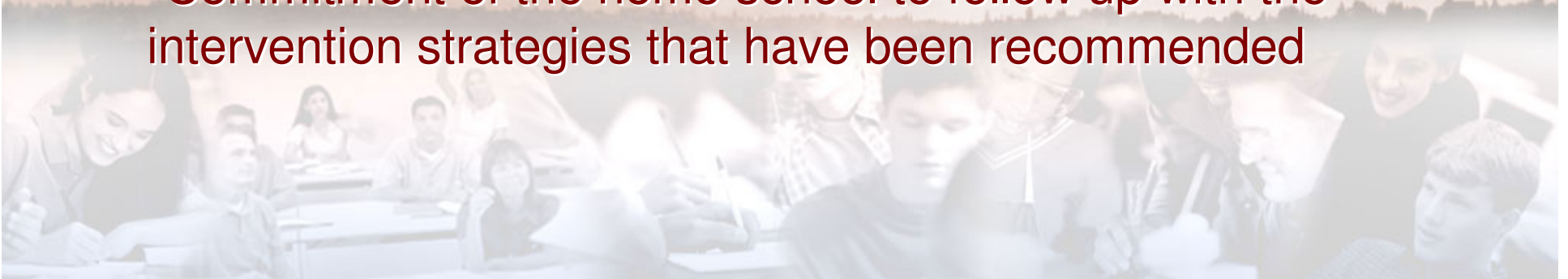
March - June

Hours: 8:40am-2:35pm



# ENTRANCE CRITERIA

- Student is in Grade 2 or 3
- Average or above average thinking and/or reasoning skills
- Has a Ministry designation of “Q”
- Minimal academic progress in spite of additional support from resource teacher
- Consent of parent/guardian
- Commitment of home school to attend professional learning opportunities offered by the PEIR program
- Commitment of the home school to follow up with the intervention strategies that have been recommended



# REFERRAL PROCESS

- Submit all documentation to PEIR to Cathy Hasley by intake deadline
- Students will be screened and schools with possible candidates will be contacted for follow up
- Member of PEIR team will come out to school to do an observation and interview with CT and RT
- Schools will be offered placement
- Parent meeting/Open House



Because the PEIR program is a short term intensive placement, certain students are more likely to achieve maximum benefit from the strategies and types of instruction that occurs. As a result, students who have the following profiles are NOT likely to be considered for the PEIR program.

- Students who demonstrate below average intellectual abilities
- Students whose difficulties are primarily due to challenges with second language acquisition
- Students whose difficulties co-exist with severe behaviour problems.

Vancouver students are provided with bus service to and from Collingwood Elementary.

Families living outside of the Vancouver district are required to provide their own transportation.

