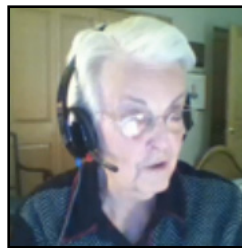




## The Perfect Match: OG and Technology

by Fay Van Vliet F/AOGPE and Susan Christenson M.A.

Fear is often what keeps us from pursuing new paths, so those paths are frequently left for the youth who are not laden with the gift of caution that time may provide. For those of us who work in the area of dyslexia, technology is an area that may cause angst. At the Reading Center, it is mind-boggling that Jean Osman, pioneer in the field of dyslexia and co-founder of our 65-year-old organization, is the one who has lead us into the technological age, exploring areas in which e-tools may help those who struggle with dyslexia. As Jean Osman posed to us, "What would Orton do with new technology?"



Jean Osman, F/AOGPE

Our non-profit organization, The Reading Center, intrepidly began online tutoring in 2003 with Fellows Nancy Sears and Jean Hayward leading the way using NetMeeting. This platform had excellent capabilities, and the initial start was exciting. Unfortunately, NetMeeting became unavailable due to an intellectual property rights conflict. With skeptical tutors lacking adequate tools, online tutoring at the Reading Center was stagnant for several years.

In 2012, however, we began to use WebEx as a tool and experienced a boom in the percent of our online lessons taught as we now have the tutors with technology to provide the service. The Reading Center has experienced a steady growth in the percentage of our total lessons taught via the Internet compared to total lessons taught: 2012 – 1.5%, 2013 – 9.59 %, 2014 – 16%, 2015 – 18%, and as of the 3rd quarter of 2016 – 21%, 1/5 of lessons are being taught online! This substantial

growth may be attributed to the benefits of online tutoring as it meets the needs of working parents, saves travel time, fulfills requests from school districts needing our tutoring services, and allows the tutor to work in the comfort of their home! This is a win-win situation for the parents, students, school districts, and tutors.

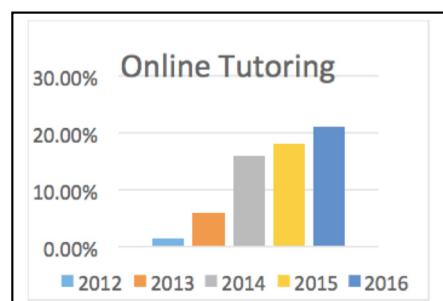
What has made the difference? How do we engage apprehensive tutors? Which students qualify for on-line instruction? What tools do we need, and what are the costs? How do we keep tutoring multisensory and consistent with the Essential Elements of OG Instruction?

### Engaging Tutors

Our first difficulty was, and continues to be, getting tutors to take the plunge into the cyber world of tutoring. We now do training for online tutors the same way we do OG tutoring, using all the pathways to the brain and hands-on learning. In addition to classic OG training, we have implemented those steps to find and develop confident online tutors.

1. Identify tutors who
  - (a) have a need for tutoring online. Family needs often drive tutors to learn how to deliver OG online (health, location, transportation, family situations, etc.).
  - (b) have some technological ability.
2. Directly teach tutors how to use WebEx, making instruction hands-on.

*continued on page 3...*



The Academy's newsletter is always looking for contributing writers. Do you have an idea for an article, or would you like to write one of our regular features, such as our book review? We want to hear from you. Please contact [info@ortonacademy.org](mailto:info@ortonacademy.org) Thank you!



Academy of  
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Practitioners  
and Educators

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The purpose of the Academy is to establish and maintain the highest professional standards for the practice of the Orton-Gillingham Approach. We certify practitioners and accredit practitioner training programs and student instructional programs that use the Approach to address the language-based learning difficulties associated with dyslexia. The Academy is also active in professional development and public awareness.

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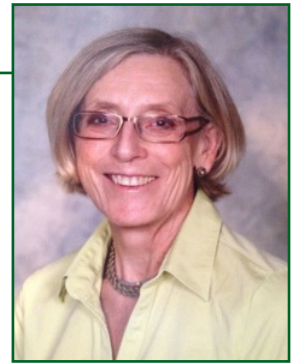
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## President's Message



In my last letter, I told you that the Presidents of the Academy, the Academic Language Therapy Association (ALTA), the International Multisensory Structured Language Education Council (IMSLEC), and Wilson Language Training (WLT) have met on a regular basis to discuss our common goals and concerns in the field of dyslexia and teacher training. Our meetings have led to a better understanding of each other's organizations and a willingness to collaborate as we continue to work with IDA.

Last fall the Academy announced that it joined ALTA and IMSLEC as members of the Alliance for Accreditation and Certification of Dyslexia Specialists (known as the Alliance). This organization exists to provide a united association of organizations concerned with the accreditation of Multisensory Structured Language Education training courses and the certification of graduates of these courses. Your Academy Board was unanimous in voting to join this organization whose constituents represent organizations with well-established training standards for teachers of dyslexic individuals and for those who train them. Four members of our Board are now representing us on the Board of the Alliance.

The member organizations of the Alliance provide criteria and standards for quality control in the education of those individuals trained to instruct individuals with dyslexia and related disorders. Our organizations share much in common regarding the standards for training dyslexia practitioners and therapists. Although we remain, and will remain, as independent organizations with our own certification processes, we acknowledge one another's certifications and trainings. Ultimately, this benefits the consumer (parents, administrators, and teachers) informing them as to the training requirements for competent teachers and therapists of dyslexic individuals agreed upon by well-established organizations. The combined strength of the organizations in the Alliance can influence the field of reading instruction and the accepted standards for teachers of dyslexic individuals and for those who train them.

ALTA, IMSLEC, WLT, and the Academy agree that a practicum supervised by a highly qualified trainer is an essential component of teacher training. Under Academy standards, all training must be conducted by a Fellow. In practice, this is a limiting factor in providing quality instruction and supervision over the period of the practicum as a Fellow can only provide effective supervision to a small number of trainees in each training cohort. We all agree that there is a need for more teachers trained to work with dyslexic students, but for this to happen, we need more Fellows to carry out this training.

Becoming a Fellow takes time, as it requires an experienced practitioner to learn how to train teachers in the Orton-Gillingham Approach and how to supervise and maintain a practicum. For those of our Fellows who are currently training, I urge you to encourage your Certified colleagues to consider learning how to train other teachers by becoming Fellows-in-Training. All Fellows need to train at least two more Fellows if we are to grow as an organization by

*continued on page 3...*

## Presidents Letter (continued from page 2)

training more teachers in who can help more dyslexic individuals reach their potential.

This spring at our annual conference in Boston, we will welcome members of the Alliance in addition to our own membership. Conference registration is now open, and I think you will find the program informative and inspiring. I look forward to greeting all of you there.

*Shirley M. Costello*



## The Perfect Match: OG and Technology (continued from page 1)

3. Provide independent practice with online tools to become comfortable using them.
4. Require tutors to observe online tutoring sessions (live or video taped).
5. Share easily downloadable resources with the tutor in training.
6. Assist the trainee in the first few online sessions.
7. Provide supervisions, ensuring the tutor is keeping the instruction multisensory.

### Identifying Students

Not all students can tutor online! We have created guidelines for students most likely to thrive using an online platform. First, the student should be at least in the 4th grade. Exceptions may be made for younger students from a remote area without access to an OG tutor or having an adult available to sit in and oversee the lesson. Another special consideration may be the student with dysgraphia. For letter formation difficulty, we use the following tools: a mouse for large motor movements to help the student gain a secure kinesthetic reinforcement of letter form; a pen tablet or mouse pad with lines to help with spatial issues in writing; and to refine small motor movements, use a mouse-pen or a finger on laptop trackpad to provide more kinesthetic/tactile feedback. If a child can write all the letters accurately without great difficulty or transposing, they could type during lessons.

### Obtaining Equipment

You do not need to be alarmed about equipment. Much of what you need, you may already have. The summary below provides some generalities about equipment needed for tutoring online. For specific details go to [WebEx.com](http://WebEx.com) or check with your Internet provider. Most supplies may be found on [Amazon.com](http://Amazon.com) or any store that sells computers.

• **Computer** – If you have a newer computer, you will likely be fine. PC or Apple computers both work; however, PC's work slightly better with WebEx.

• **Mouse** – Use a regular mouse, mouse-pen (starting at \$35), pen-tablet (starting at \$40), or laptop trackpad as mentioned above.

• **Printer** – Both student and tutor need access to a printer, for printing worksheets and student work for their three-ring binders (see below).

• **Camera** – Both student and tutor need computers with a camera – either built-in or attached through a USB port. We have found Logitech HD 720 (around \$40.00) to work well. When both student and tutor have a camera and microphone, the tutoring session may be interactive.

• **Headset** – A quality headset with earphones and an attached microphone helps eliminate background noise and brings a much clearer sound to both tutor and student. *Gigaware* has a “premium wrap around USB headset” that has an attached microphone. The headset wraps around the back of the head, eliminating headset hair! The cost is about \$40.00.



• **High-speed Internet service** –

The network speeds need to be fast enough to video stream.

• **WebEx** – The Reading Center has found WebEx to be the best platform for online tutoring, providing the needed interaction of tutor and student working together using a variety of WebEx's annotation tools. There is a free trial service with limited capabilities. A WebEx license begins at \$24 a month.

• **Software and WebEx Capabilities** – Word, pdf, jpeg, Excel, and PowerPoint documents may all be uploaded for the tutoring session. This allows the tutor to toggle between them effortlessly. Each worksheet may be printed and/or saved by the student and the tutor. Tutoring sessions may be video taped on WebEx; however, the digital storage of video files may increase the cost.

• **Three-ring Binder with Dividers** – This teaches organizational skills and is used as a handy reference tool for the future. Typing the binder sections on the top of each page helps the student independently and accurately file their work.

• **Quiet room** – The student should be seated at a desk or table (not on a couch, bed, or floor). As with all good OG

*continued on page 4...*

## The Perfect Match: OG and Technology (continued from page 3)

instruction, it is important to have a room without visual or auditory distractions. For example, there should be no TV, radio, music, or conversations in the room during online tutoring.

### Keeping it Multisensory

Using all the pathways of learning is a vital piece of OG instruction. Anything that may be done across the desk with Orton-Gillingham may also be done with WebEx.

- **Visual** – The camera allows the student to watch the tutor, seeing how the mouth is formed as sounds or words are spoken. Tutors also can see the mouth of the student to ensure correct formation and pronunciation. The Visual Drill may be done holding cards in front of the camera and flipping them, uploading a list with the phonograms in large print, or using PowerPoint slides. Pointer arrow keys help the tutor draw attention to specific items for the student. WebEx provides an array of colors for their various annotation tools to work with the visual pathway.

- **Auditory** – The auditory pathway includes having the student watch, repeat, and write what is asked of them, segmenting sounds and sounding as they write. As mentioned previously, the headset with attached microphone is vital to ensure the best use of the auditory pathway. A quality headset ensures a clear, crisp sound in both speaking and listening.

- **Kinesthetic/Tactile** – There are a number of ways to provide kinesthetic and tactile reinforcement. Students may trace letters directly on the computer screen, or they may use very large arm movements in the air. Have them do this in front of the camera to make sure they do it correctly! With the pencil tool, the student may write with a fine line similar to a pen or pencil by using the laptop trackpad, mouse, or mouse-pen on a lined sheet of paper or a blank whiteboard uploaded by the tutor. The student may also write with the highlighting (pen) tool, making the letters large. Both writing utensils involve muscle movement, helping the brain recognize, reinforce, or retrieve information. In addition, those tools are used to highlight and/or underline the concept. Some students prefer

typing, and WebEx offers a wide variety of font styles and sizes for typing. When a student has difficulty retrieving or learning a concept, it is beneficial to have him or her write with the pencil or highlighting (pen) tool. Students today are generally adept at using the variety of WebEx tools - they are a tech savvy generation!

Online Orton-Gillingham instruction is the wave of the future. The use of a computer with versatile tools and capabilities piques the interest of tutoring students. It provides the ability to tutor during inclement weather. It allows for rescheduling missed lessons without anyone having to drive at night. The need for premises liability insurance is eliminated. And in our ever-busy lives, it is convenient for parents, students, and tutors! But best of all, online tutoring has proven to be an effective vehicle for Orton-Gillingham instruction. Our students are making significant gains in most all areas of reading, similar to our in-person tutoring results. Tutoring is not the only possibility for using an all-inclusive platform such as WebEx. We have used it for training, testing, conferencing, and webinars. With current technology, the sky is the limit!

Here is what one of our tutors, Sue Christenson, had to say:

*I have been tutoring with the Reading Center for 10 years and was initially against online tutoring because I thought it would not be kinesthetic enough. However, when my husband had a stem cell transplant, he could not be exposed to the germs of my students, so I gave online tutoring a try. I can honestly tell you online tutoring works, and I thoroughly love it!*

As Sue and many of our tutors have found, with the right equipment, students, and online platform, online tutoring may result in effective Orton-Gillingham instruction. Do not hesitate. Instead, challenge yourself to dive fearlessly into the uncharted waters of online tutoring!

### Academy of Orton-Gillingham Pins



1. Fellow Level: Green/Gold

2. Certified Level: Red/Gold

3. Associate Level: Antiqued Gold

4. Classroom Educator Level: Antiqued Silver



# Words Matter

by Kerri McDonald-Schaub, M.Ed., F/AOGPE

Orton-Gillingham (OG) practitioners are in the word business. When tutors first train in the OG Approach, the search for one and two syllable words that contain closed, silent-e (VCe), and open syllables (refer to OG syllable chart below) begins in earnest. In fact, truth be told, words take on a completely new meaning. I keenly recall my first year of Associate level training at the Carroll School in Lincoln, Massachusetts. While traveling down the highway on any given day, I found myself reciting the road signs along the way – Belmont, Essex, Manchester, Rockport. The pure excitement that these towns were no longer just destinations but names that held the keys to teaching my students how to read was blissful! In our early months of training, as our word lists take shape, we celebrate because words matter!

Over the years as I have progressed from an Associate level practitioner to Fellow, I have a completely new perspective on word choice. While syllable type remains at the heart of creating my lists, selecting robust vocabulary that can set my students on a path to a lifelong fascination with words is equally important. For the past decade, I have had the great privilege of working with students with dyslexia in the middle grades. These student’s tutorials begin in Level One, although their receptive and expressive language skills are often well beyond this beginner reading level. For many of these students, the “buy in” can make or break the progress they will ultimately achieve in learning to read. As teachers, we witness that student engagement leads to deeper student learning. As we create

lists to assist our students in increasing their decoding ability, we need to consider engaging their intellect. Our dyslexic learners, particularly our older students, crave and deserve a cognitive challenge.

The box below explains which syllable types are taught in Level One and Level Two, and highlights example word lists. The first words in each list are examples of words commonly chosen by an OG tutor while the second words (bold-faced)

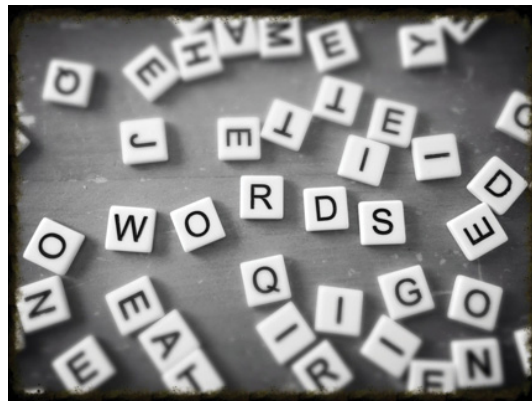
feature vocabulary that Isabel Beck, Margaret G. McKeown, and Linda Kucan, in the book *Bringing Words to Life: Robust Vocabulary Instruction*, would consider Tier Two words, mature words that appear in texts with a high degree of frequency.

Dr. Maryanne Wolf, the Director of the Center for Reading and Language

Research at Tufts University, has done extensive research in the area of reading and the brain. She asserts that the more a student knows about a word from grapheme to syllable type to meaning, the more quickly he or she can read and understand it. Isabel Beck and her colleagues affirm, “Students

need to become aware of and explore relationships among words to refine and fully develop word meanings.” This knowledge further supports the importance of careful decision making when choosing words for our students for these lists allow students to interact with words in a meaningful way. When designing a word list, consider adding powerful words at each level because for our students, like us, words do matter.

O-G Syllable Types	
Level 1	closed syllables – cat, sent silent-e (VCe) syllables – safe, pine open syllables – go, he
Level 2	vowel teams (play, feet, boy) r-controlled syllables (car, horn, her)
<b>Level 1</b>	<b>Level 2</b>
bad/ <b>vile</b>	ball/ <b>orb</b>
fish/ <b>scrod</b>	sing/ <b>croon</b>
big/ <b>jumbo</b>	snake/ <b>serpent</b>
box/ <b>crate</b>	find/ <b>scout</b>
sad/ <b>glum</b>	red/ <b>ruby</b>
care/ <b>tend</b>	fake/ <b>bogus</b>
bend/ <b>flex</b>	wish/ <b>request</b>
snake/ <b>reptile</b>	sleep/ <b>slumber</b>
small/ <b>compact</b>	act/ <b>perform</b>



## Thank you for your continued support!

Every contribution helps the Academy fulfill its mission of setting and maintaining professional and ethical standards for the practice of the Orton-Gillingham Approach and to certify individuals and to accredit instructional and training programs that meet these standards.

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# Stephen Gaynor School

by Deanna Ferrante, Director of Communications, Stephen Gaynor School

Stephen Gaynor School was founded in 1962 when the field of special education was still in its infancy. Gaynor's founders were pioneers who realized a need to establish a school for bright children who learned differently. Dr. Miriam Michael, a psychologist, and Yvette Siegel-Herzog, an educator, created a school where students could thrive, pioneering an individualized, multi-sensory teaching approach still used today.

"In the 60's, there were children in classrooms called lazy, underachievers, no-goodniks," said Siegel-Herzog. "But I knew that these were clever children. I was amazed at the difference we saw in the very first year of our school."

According to Siegel-Herzog, the school has used components of the Orton-Gillingham Approach since its founding. "I was taught OG at Columbia, and I then taught OG to children. We incorporated the elements of OG along with other multisensory approaches from the very beginning, though our execution was more eclectic back in those days."

The school currently enrolls approximately 375 students and operates across a two-building campus totaling nearly 80,000 square feet. Gaynor is known for attracting outstanding faculty and for training and mentoring special education teachers of exceptional caliber.

Head of School Scott Gaynor explained, "The combination of the research-based effectiveness of the OG Approach coupled with the energy and enthusiasm of our teachers' instruction is a winning combination."

The best teachers are lifelong learners and are always striving to hone their craft. With that in mind, Stephen Gaynor School reached out to Ann Edwards to begin a school-wide initiative to sharpen teachers' skills, and deepen their understanding of the Orton-Gillingham Approach

and the layers and complexity of the English language. Ann Edwards is a Fellow of the Academy of Orton-Gillingham Practitioners and Educators (AOGPE), a Licensed Reading Specialist, Founder of Literacy for Life, Inc., and author of *Bumpybooks*.

In 2016, Gaynor's Orton-Gillingham Instructional Program was officially accredited by the Academy. As such, the school is an Organizational Member of the Academy and a member of the Academy's Council of Accredited Programs, one of only two schools in the New

York metropolitan area to be so certified.

"Gaynor is proud to have received the accreditation of our reading program from the Academy," said Dr. Gaynor. "It confirms the expertise and care with which we deliver the OG Approach."

At Gaynor, the OG Approach is integrated throughout the curriculum and community. One of the ways the school can ensure this community-wide OG Approach is through intensive teacher training and mentoring.

Lower School Head Teacher Kristen Kurre thought the school's in-depth teacher training was well worth the effort. "The training was extremely helpful because you learn about the English language, which makes you look at reading completely differently." Kurre, who has taught at Gaynor for three years, said, "I actually went to two OG courses again the following summer after teaching OG for a year, and that really solidified many of the rules for me. The repetition is helpful for everyone. Even as an adult, I find myself using the strategies. The students are motivated by the Approach too, because with the repetition, they finally start to feel successful in an area that is really challenging for them."

Kurre gets creative with her use  
*continued on page 7...*

*A pioneer in special education, Stephen Gaynor School is an independent Pre-K, Lower, and Middle School for bright students with learning differences. Founded in 1962, Stephen Gaynor School provides a highly individualized educational program in a rich, rigorous, and nurturing environment in which students gain the skills and confidence necessary to learn, grow, and reach their full potential.*

- Stephen Gaynor School Mission Statement



*Gaynor teacher Michelle Fox doing a card drill*

## Stephen Gaynor School... (continued from page 6)



*Ann Edwards, F/AOGPE, instructing parents*

of OG in the classroom. “I like to have my students get up and move around when learning different phonetic elements and the OG Approach. For example, I love to play vowel team baseball.” She explains, “Each base is a different vowel team. The students are split into two teams. I read a word and one at a time students have to run to the base for what vowel team is in the word. You can even play this with multisyllabic words!”

At Gaynor, the OG Approach is not only used as part of the classroom reading curriculum. Edwards noted, “As I travel from class to class, I am constantly being stopped in the hallways by content area teachers telling me how empowering it is to be able to connect with students through literacy.”

Andrew Prasarn, who teaches science in Gaynor’s Middle School, uses what he has learned in the teacher training as part of the science curriculum. Prasarn said, “I actually find myself using OG a lot more than I was expecting. When we decode science terms that the students have never seen before, we decode the word using OG principles. One example was the word ‘compression’ (used in structural engineering). We broke it down into the prefix ‘con,’ which students have been trained to identify as ‘with or together.’ Then we focused on the word ‘press’ in the middle, and then the suffix ‘-ion,’ which turns a verb into a noun. So all together, ‘compression’ is ‘the act of pressing together.’”

Prasarn, for one, is appreciative of the amount of training Gaynor faculty is given with regard to the OG Approach. “I think some people would roll their eyes at being forced to sit in a week of training, but I really ate it up.” He continued, “I found it very interesting, and it felt good to learn something new outside of my field of science. I think part of the reason I use it so much is because I learned how our



*Kristen Kurre doing rapid exchange*

language works, and I can see how it can be effective when used consistently in our science classes. Everyone benefits; the students see that OG works beyond reading or writing class, and at the same time, the tools and methods they use help me teach them new science concepts more easily.”

The community aspect of the OG initiative extends beyond the school’s walls. Edwards, along with Reading Department Chair Sloan Shapiro, recently conducted a two-day intensive OG training for parents. Said Shapiro, “Clearly our students were going home talking about what they are doing in school and excited about what they were learning. Each conference day, parents sat down with me amazed at what they were hearing from their children and asking question after question about what had so captured their child’s interest. A parent course seemed like a natural next step, and based on the response, I think we were correct.” The seminar was filled within hours of its announcement, and the instructors are planning a spring session to accommodate the overwhelming demand from parents.

“Gaynor parents are committed to helping their students succeed, and learning about the OG Approach is an important tool in this process,” continued Shapiro. “We didn’t just teach the parents about the elements of the OG Approach but also had them participate in the same drills the students do every day!”

Stephen Gaynor School is now a leader in the field of special education, but the school’s success was not fore-ordained. Siegel-Herzog remembered, “Back in the early ’60’s, I didn’t know for sure that we could do what we set out to do. The then isn’t the now, but our teachers are a testament to the power of the relationship between the material and the Approach, and their creativity of instruction. The Approach comes alive in the classroom.”



# The Universe of Skype™ Tutoring

by Laurie J. Cousseau, MA, F/AOGPE, CALT, Reading Specialist

I was first approached to provide Skype™ tutoring by a family in Istanbul, Turkey, two years ago. Their son Can, aged ten and dyslexic, had attended Camp Dunnabeck, a summer camp in Amenia, New York, and his family wanted services to be extended. Moderately technologically proficient, I finally agreed. And, who could resist this young man's persevering spirit, brilliant smile, and vibrant sense of humor? Two years later, we meet two times a week, and a very special friendship has developed. Can often starts the lesson with a joke on a whiteboard—*"What is the quietest digraph?"* or a play on words *"My ear hears here."* He will sometimes play his violin for me at the close of the lesson, and has even videotaped a Turkish lesson with a flip chart and pointer. Short vowels and vowel names were particularly difficult; he explained that in Turkish *ı* is pronounced with a long *e* sound. He is a much better student than I am. He often bemoans the fact that while the Turkish alphabet has a one-to-one correspondence, there are ALL those ways to spell the long vowel sounds!

Can's mother sits next to him and facilitates the lesson, occasionally translating. All materials are carefully designed and provided in advance. Being very hands-on, I had to tweak and modify components of the lesson, but it works beautifully!

The Visual Drill is easily handled with cards, and a document camera renders the written components of the lesson such as dictated spelling visually available. His daily work is maintained in a three-ring binder, and new information is kept in a Resource notebook. Initially, I had to be very cognizant of a limited expressive vocabulary, and I frequently provided images and definitions. At this point, there are fewer images, and words are framed contextually within phrases. The Review and Reinforcement portion of the lesson allows for multiple exposures to vocabulary to help with retrieval and a deeper understanding. Can adores games like 6 x 6 bingo and path games where we each have dice. These are adapted to incorporate decoding, encoding extended with charades, singing (he has a lovely voice), drawing, and orally stated sentences. The lessons are interactive, and a complete delight. Presently, the daily oral passage is a serial story that describes the adventures of Safak the cat. Safak goes missing, travels to Paris in her dreams, journeys to the bazaar, disappears into the forest, and along the Bosphorus Sea. This is based upon a true story of a cat, who is typically present, lounging on the bed behind Can, and went repeatedly missing, having crawled in the neighbor's open window. Can will often write a prediction and share details orally; this becomes the next installment. He has made tremendous

gains, performing well on a recent English test. Our lively conversations are testament to his progress.

This Skype™ initiative began gradually, serving underserved areas in the States such as the Adirondacks, Iowa, and has been extended to include Bangkok, Hong Kong, Nigeria, and Jamaica. It includes students who have attended a summer camp, and those who are seeking Orton-Gillingham instruction where tutors may not be readily available. There are a number of tutors who work regionally. All have stated that while they were initially hesitant based upon delivering multisensory instruction through a technological interface, the relationship that evolved was remarkably powerful and effective. Jonathan Bisson, a Dunnabeck tutor, remarked that Skype™ allowed "both of us a closer look into one another's worlds."

Sara Quinn, an OG Associate-in-Training, who works with students in Jamaica and Iowa, initially balked at the prospect. She was concerned about phonemic awareness activities and point-of-contact error correction. Contrary to her worries, their weekly visits have become treasured times, and she discovered that the format lends itself to being highly structured and focused. The setup is predetermined in advance, and the students have everything

they need: a textured mat for tracing, sound box and chips for phonemic awareness, highlighters, pencils, lined paper, and binders to organize the resources. The organization is inherent to the process and promotes study skills and efficiency. Sara interfaces with one student in a quiet corner of a classroom during the child's foreign language block and the other student in her home.

A parent in Iowa reports that despite years of hard work, sacrifice, and tutoring, her daughter Josie was still lagging far behind her peers. Josie made some solid ground at Camp Dunnabeck with an Orton-Gillingham tutor, providing a springboard for this work. This mom couldn't imagine that her nine-year-old daughter would be able to engage and focus for an hour communicating through a computer; she was skeptical that the personal aspect of individualized remediation would be lost. She shared with me that her daughter "receives clear, personal instruction in her own home, feels wholly supported, and has made excellent progress in her reading." They meet daily, and the routine is meshed with drawing, acting, and an orally delivered story that is subsequently framed as a controlled passage, incorporating the "New Information."

*continued on page 9...*





# Demand for Orton-Gillingham Grows

by Lisa M. Brooks, F/AOGPE

Commonwealth Learning Center's Professional Training Institute (PTI) is pleased to announce that Deb Morris, F/AOGPE, has joined its team as the Orton-Gillingham Specialist and Curriculum Developer. Deb will supervise Classroom Educator, Associate, and Certified level trainees in their school settings, help to refine training modules, and develop new workshops to meet the growing needs of public school professionals in RTI Tiers 1-3.

Deb joins Lisa Brooks, F/AOGPE, Director of the Professional Training Institute, and Mary Briggs, F/AOGPE, Director of the Orton-Gillingham Training Program. Lisa explains, "We have been friends with Deb for many years and have worked on Academy committees together, so she was a natural choice for us when we decided to expand our team. Mary and I are thrilled to work with Deb more closely and benefit from her perspective and expertise. We are particularly excited that she has so much experience working with older struggling learners that she can share with our teachers."



*Mary Briggs, Lisa Brooks, and Deb Morris*

Initially, the Professional Training Institute worked only with Commonwealth Learning Center's internal staff, and then expanded into public school teacher training in 2008. Training groups involved primarily Tier 3 professionals who were working with students on IEPs. More recently, the demand for training for literacy and reading specialists as well as for ELL teachers has grown as districts see the value of structured multisensory teaching. Now reaching teachers in 30 districts in three New England states, PTI needed more hands on deck to train and observe those individuals using Academy standards.

Deb brings ten years of experience working with adolescents and teachers at the MET High School in Providence, Rhode Island. She highlighted her students' progress and accomplishments when she assisted with the Academy's annual conference in 2013.

"Only a position with people I know and respect, coupled with the ability to focus solely on Orton-Gillingham training and development, could have lured me from my role at the MET. As knowledge of dyslexia and the interventions necessary to help individuals succeed spreads, the demand for Orton-Gillingham increases. I am thrilled to help uphold the Academy's standards while providing Orton-Gillingham training as a member of the Professional Training Institute team at Commonwealth Learning Center."

Mary Briggs, Lisa Brooks, and Deb Morris will present together at the Academy's conference in Newton, Massachusetts this spring.

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## The Universe of Skype™ Tutoring (continued from page 8)

As I reflect upon this process, I can envision the pleasure on the faces of the students and mine when we connect. It is akin to meeting up with a dear friend. Luke and I meet late in the day, and always share a cup of tea. Luke lives hours away from me in New York City. He is always prepared with clipboard, whiteboard, and numbered resources at hand. During the oral reading portion, he likes to curl up in a comfy chair, and I do the same of course carefully monitoring. He enjoys current events, which I retype, ensuring that he can access the patterns. A favorite writing activity is responding to a National Geographic image of the day, and he recently designed a space suit for a mission to Mars. We end the session with a read aloud from *The Lightning Thief*. Obi, in Nigeria, is ensconced in his mum's office. Her colleagues often pop in to wave, and say hello. He is enrolled in a rigorous curriculum, and our sessions focus upon morphology, vocabulary, comprehension, and written expression. Sometimes, it involves reframing passages in Obi's textbooks or explaining a concept visually, so that he can access the 'content.' Recently, Obi earned the highest grade in his class on a grammar test, a proud achievement. This is a true family partnership. He always ends the

lesson with "Thank you Miss Laurie for teaching me." "Thank you Obi, for welcoming me into your world!"

The wall behind Can's bed is papered with a map of the Universe, the planets, and solar system—a passion of his. This background has become a familiar sight to me as we enter our third year. Sometimes, I will share the New England weather outside my clinic. Recently, we had snow in October! He takes joy in everything and has an ebullient outlook. "I just love, love snowflakes!" I met up with his family this past summer in Boston on a visit to the States. His mother, Deniz, revealed a phonetic chart that she unfolded, and unfolded, and unfolded, which revealed all the patterns he had worked on. It included drawings and keywords all chosen by Can. I was overwhelmed and moved. This chart (now extending to include morphemes) hangs on the facing wall to his 'Universe.' That, I believe, is the metaphor that best describes the opportunity to share in the remarkable lives of these children via Skype™ tutoring. Language, after all, is global and vital. Words connect humanity and access to them, opens all our minds to possibility.



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# June Lyday Orton

Reprinted from AOGPE Newsletter, January 1998

June Lyday, a native of Detroit, graduated from Vassar College at the age of 17 and enrolled in the first class of social work in the United States at Smith College. She was required to have several field experiences and worked at such places as the Palmer Institute in Detroit.

For the next six or seven years, she visited Boston, New York, Detroit, Europe, and North Africa. She was a very perceptive young lady and was quite independent and daring in some of her pursuits. In the early 1920's, she was invited by Dr. Samuel T. Orton to join a team of health specialists who were to assist him in doing a health study on most of the population in Green County, Iowa. Along with several, now famous, professionals, she spent two years working in and out of the psychiatric department that Dr. Orton had established at the University Medical Schools. In 1927, she became Dr. Orton's (a widower) second wife and took on the responsibilities of wife and mother to his three children.

When they returned from Iowa, Dr. Orton became the Chief of Psychiatry and Neurology at Columbia University and was a consultant in many medical programs. He established the field of dyslexia in the United States after finding a 17 year-old boy in Iowa with average intelligence and no reading, writing, and spelling. They devoted the rest of their lives to the study of diagnosis and creating methods of coping with his specific learning disability. He named the syndrome "strephosymbolia."

Dr. Orton invited outstanding young physicians to come to train with him in New York; among them were Dr. Edward Cole and Dr. James Gallagher of Boston and Dr. Paul Dozier of Philadelphia. These young men contributed greatly to Dr. Orton's theories on dyslexia.

He opened a private practice in New York and continued this work until he died in 1948. Mrs. Orton was his office manager and totally involved in his work.



After his death, in 1949 she spent the year traveling, going to Georgia and Texas. She was invited by Dr. Lloyd Thompson to come to Winston-Salem, North Carolina, to establish a language center at Bowman Gray School of Medicine at the lovely Graylyn Psychiatric Hospital. There, she became the only authority in the Southeast in this brand-new area of medicine.

When Graylyn closed in 1957, she established a language center in Winston-Salem, where she evaluated children and adults, and offered comfort to many parents by explaining the problems of dyslexia and its remediation. She taught patients herself and trained hundreds of therapists during her 27 years in Winston-Salem. As she continued in this work, she added many concepts and concrete suggestions for tutoring patients. This theory of language disability was "outside" the current education of teachers, and it was developing very slowly throughout the country by protégés of Dr. Orton's work.

She organized the Orton Dyslexia Society from Winston-Salem and for the first 10 to 12 years, it always met in New York. She loved New York and sometimes had difficulty in understanding our southern speech and ways. She enjoyed the medical community and read everything, ordered all the materials, and discussed interesting cases with all her peers. Her classes and conferences were extremely thorough.

Although she presented herself as a shy, quiet person, she was a lovely lady with wit, wisdom, and kindness.

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# High School Reading Buddies

By Brenda Mackaness, F/AOGPE

I am employed at a charter high school in South Carolina where my job is to work with students who struggle with reading and writing skills. When I state the word “struggle,” I mean that students are within the kindergarten to second grade range on reading skills, and yes, they are in high school. I believe this is not a particularly surprising fact for Orton-Gillingham (OG) practitioners and educators.

At the beginning of this school year, I asked my supervisor if I could create and enlist a pool of adults who would volunteer to come to the school and read with students. The idea was to create a quiet time during the school day for students and adults, in a one-to-one or small group setting, to read aloud excerpts of their favorite books together. Together they could share ideas and opinions about what they are reading, to witness the mutual passion and special communion as they read together, and to strengthen understanding and respect between the teen and adult generations. Most of all, I was hoping to find at least a few volunteers who would read to, and with, my special needs students. I was concerned I would not receive a big pool of volunteers if I told adults that I wanted them to read to high school students who struggle with basic reading skills.

Many different times I tried to enlist adult volunteers but had no luck. I overrode my introverted personality; I stopped adults at school functions to plead my case and ask them to sign their name and provide contact numbers. I collected lists and lists of names on many different occasions but never got anyone to participate. In fact, towards the end of my attempts, the parents actually recognized me and would intentionally avoid my eye contact or avoid walking within speaking distance.

My second attempt was to approach the school’s book club members. These ninth through twelfth grade avid readers were definitely against participating in such a strange activity, but I did have some of them actually sign up and volunteer. I became excited, thinking that the students were already here on campus, so it would be easy for them to come to my room and participate. Weeks passed, and still nobody came to join the *Reading Buddies* sessions I so hopefully planned for my struggling readers.

One day I happened to be chatting with one of the faculty

members about my disheartening problem, and she suggested that I should address the school’s National Honor Society (NHS) students. They needed service work hours, and this particular *Reading Buddies* assignment would help fulfill their service hour requirements. That led me on a pursuit to find and inform members of the NHS of my plan. Finally, I struck gold!

Many of these NHS students are teacher cadets, having a common goal of graduating from high school with the intent of attending a college or university in order to pursue a degree in education. The teacher responsible for helping to prepare this class of teacher cadets fully embraced the idea of getting his charges directly involved with *Reading Buddies*. He even made it mandatory for all cadets to attend at least one *Reading Buddies* session! I was tremendously excited and thrilled to have the opportunity to fill the hearts and minds of so many smart, idealistic, enthusiastic teacher cadets with information on OG before they would even step foot on a university or college campus.

I decided to change my goal. I was not going to have the cadets just read to my kids. I was going to have them witness what an OG lesson was, explain the principles of the Approach, involve them in the multisensory activities with my students, have them listen to my students read, and/or read to my students. Furthermore, the NHS cadets were to keep a hand-written journal to document each lesson they observed or one where they were directly involved. Within the journal entry, the NHS cadets were to include a critique of the lesson – what worked and what didn’t, why or why not, and then discuss their entry with me.

These NHS cadets were neither overwhelmed nor intimidated by my additional demands on them as a Reading Buddy. I kept a calendar near my door for them to voluntarily fill in their intended date and time. They came during their lunch break, when they had an early dismissal, or when a teacher allowed them to leave their content area class. They came unannounced and often. They spoke with enthusiasm about the experience, the progress they witnessed with the students’ skills, and they were thrilled with the opportunities to actively participate in the new multisensory activities that they were learning during the OG sessions. The NHS cadets asked great questions, and their written critiques were

*continued on page 13...*



# Annual Fellow Webinar: The Gap Between Knowing and Doing

by Dawn Nieman, F/AOGPE and Peggy Price, F/AOGPE

Professional learning in most fields begins with coursework with the expectation of implementation. However, there is often a gap between the content taught in a course and good practice. Jean Schedler, Ph.D., F/AOGPE, Orton Oak/IDA was the guest presenter for the Academy's Annual Fellow Webinar on October 4, 2016, on *The Gap Between Knowing and Doing*. Dr. Schedler shared an overview of research on improving the gap between coursework and implementation with examples of how this has improved her OG training.

Dr. Schedler asked several questions at the beginning of the webinar. These included four topics to answer and/or think about before the presentation began.

1. What motivated you to register for this webinar?
  2. What are the most pressing or irritating issues in regards to training?
  3. Think about differences between training one-on-one and training in a group.
  4. If you had a magic wand, describe the perfect workshop.
- She also asked the participants why they registered for the webinar.

Dr. Schedler explained that blended coaching research indicates three approaches to promote real change in teacher practice. Blended coaching should include 1) embedded coaching on the job, 2) personalized learning content, and 3) participation in professional learning communities. There are Gold Standards for Professional Learning ([www.learning-forward.org](http://www.learning-forward.org)). "For too long," Dr. Schedler explains, "practices with professional development have treated educators as individual, passive recipients. Educators need to be active partners determining the focus of their learning, including

how their learning occurs and how to evaluate its effectiveness."

The Orton-Gillingham Approach is recognized for its effectiveness as the Academy is uniquely qualified to train teachers to work with our most challenging students with dyslexia. The Academy's training model, going as far back to how Anna Gillingham originally trained educators, is based upon ongoing coaching through a practicum. Unlike other training programs, one can only receive certification from the Academy after a rigorous practicum under the expert mentorship of a Fellow.

Dr. Schedler brought up an important point that many public schools frequently introduce a program and those not interested in that program only need to wait another school year before another new program is adopted. This constant change leaves teachers frustrated and students confused. Orton-Gillingham (OG) is different because OG is not a program but a flexible approach. Fellows provide not only instruction but develop teacher expertise through mentoring and feedback.

She shared that she used to believe the key to changing teaching was to improve knowledge and skills, however there are more factors that impact the gap between knowing and doing. The KASAB Model (see table) stands for knowledge, attitude, skill, aspiration, and behavior. Each element is necessary for effective change. If a teacher is missing the knowledge and skills to effectively teach students with dyslexia, but has attitude and aspiration, this teacher will more easily gain

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## High School Reading Buddies (continued from page 12)

detailed and thoughtful. The words "tap it out" became a very meaningful and often used phrase within their new OG vocabularies.

My struggling students never hesitated to work with the cadets. There was always a strong mutual respect between all members at all times. Sometimes a student would look at me for guidance while reading aloud to a cadet, particularly when the cadet had given a response that they weren't confident with, and I would jump in to provide the necessary cues to help the cadet. Otherwise, my struggling readers loved the new audience and the chance to show off their skills. One struggling reader actually asked to do a multisensory activity with a cadet.

I was equally thrilled with the opportunity to learn more

about training techniques, how and when to pose questions to the cadets as I worked with a student, when it was most appropriate to lead, correct, or sit back, and I enjoyed watching the new interactions that were blossoming between my students and the cadets. Each experience was exhilarating to me, and I found that the short Reading Buddies sessions were often the highlight of my day.

It certainly has been a wonderful, enriching, golden opportunity for the NHS cadets, for my students, and for me. I am hopeful that perhaps the cadets will start conversations in their college or university education classes with their professors and mention the wonderful words, "the Orton-Gillingham Approach." I also hope that someone reading this article might be inspired and begin a similar 'Reading Buddy' group at the high school where they are employed.

## Annual Fellow Webinar: The Gap Between Knowing and Doing (continued from page 13)

the necessary knowledge and skills during OG training. As with tutoring, having a motivated student is key, but a skilled OG practitioner can change attitude and aspiration.

### KASAB Model

KNOWLEDGE	Conceptual understanding of information, theories, principles, and research	Teachers understand literacy concepts they teach.
ATTITUDE	Teacher beliefs about the value of particular information or strategies	Teachers believe students' competence in reading is important to student success both within and beyond school. Teachers believe in the value of the training or workshop.
SKILL	The ability to use strategies and processes to apply knowledge	Teachers know how to teach reading based on OG techniques.
ASPIRATION	Desire or internal motivation, to engage in a particular practice	Teachers want their students to learn to read. Believe they CAN.
BEHAVIOR	Consistent application of knowledge and skills	Teachers consistently employ evidenced-based reading instruction

Source: Assessing Impact: Evaluating Staff Development, (2008) Killion, J. Corwin Press

Dr. Schedler incorporated a lot of audience feedback throughout her presentation. She asked people ahead of time to think about why they had registered for the presentation and what they planned to get out of it. She also asked for audience participation to type in the chat box about 30 minutes into the webinar. This strategy allowed participants to feel involved and engaged in the webinar, fostering the attitude and aspiration elements of KASAB.

She also referenced a TED Talk that she felt would be helpful for Fellows to begin thinking about their own presentations. The TED Talk with Simon Sinek, Start with Why, may be found at <https://www.youtube.com/watch?v=sioZd3AxmnE>. She explained that participants are selective listeners based upon their own burning issues. She now begins her workshops with why you are here, and what are your burning questions.

The Academy provides a professional learning community

for Fellows, such as offering annual webinars and our active Facebook group. How can we continue to build our own professional learning community? It is important for members and teachers within the same school to feel a part of a professional learning community. Academy members, both near and far, should also feel a sense of connection and part of a unique professional learning community.

Dr. Schedler suggested Fellows work in pairs while training teachers. This allows one person to observe audience participation and provide more intensive instruction if a few people have missed the concept or need more time. It also is less draining to have two people training together so that those Fellows may bounce ideas off one another and design a unique workshop to match the needs of the participants. She also suggested taking a few minutes out of training sessions to have participants check in with one another, "an elbow partner," every ten to fifteen minutes. This allows participants an opportunity to discuss concepts and how they will implement OG.

A question was asked about what happens to school districts who choose to have OG training while also incorporating other programs, which are in opposition of systematic literacy instruction. Dr. Schedler suggested going back to the school district and have them look at why they brought both of those trainings into the school, as well as suggesting that they investigate the research on both OG and the other program to determine if they are making an effective choice.

Lastly, Dr. Schedler advised against making assumptions before teaching a course. She shared a story about a workshop she was teaching in a school. After mentioning vowels throughout the beginning of her presentation, she realized many of the faculty did not know what a vowel was. Making assumptions about what someone knows and why someone attends is an easy pitfall to make not only when teaching educators, but also when teaching an OG lesson to a student.

Dr. Schedler was successful in getting her participants to re-evaluate their thinking and structure of how they run training. Attending Academy conferences and webinars allow us another opportunity to share and learn from one another. A continuation of this discussion will be presented as a 2-part workshop at the Academy's conference in Boston on April 28 and April 29, 2017.



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# Teaching the Orton-Gillingham Approach

by Susan Santora, F/AOGPE

The Orton-Gillingham Approach is unique because it is not a prescribed program; it is individualized for each student. Individuals who want to be independent Orton-Gillingham (OG) practitioners require a minimum of three years of training: one year as an Associate trainee, followed by 2 years as a Certified trainee. Both levels require approval by the Certifying Committee of the Academy. Once approved at the Certified Level, the practitioner is fully trained in the Orton-Gillingham Approach. If the practitioner at the Certified Level wishes to train teachers to become OG certified, the teacher may continue training to become a Fellow.

The principles of the OG Approach were developed by Samuel Orton and Anna Gillingham. The purpose of this article is to provide examples of the OG principles and the descriptions are solely my own.

## Personalized

Students with dyslexia present themselves with diverse abilities and disabilities and therefore the Orton-Gillingham teacher needs to develop individualized lessons to accommodate each student's instructional needs.

The *Simple View of Reading* (Gough and Tunmer, 1986) theorizes that decoding skills x language comprehension skills will result in reading comprehension ( $D \times C = \text{Reading}$ ). This model can guide teachers to broadly understand how to adapt instruction according to the student's learning profile. The following chart identifies types of readers according to the *Simple View of Reading*.

Good Decoding + Good Language Comprehension = <b>No remediation necessary</b>	Good Decoding + Poor Language Comprehension = <b>Has language deficits and needs language therapy</b>
Poor Decoding + Good Language Comprehension = <b>Typical dyslexic profile</b>	Poor Decoding + Poor Language Comprehension = <b>Has language deficits and dyslexia</b>

Attention-Deficit Hyperactivity Disorder (ADHD), whether the diagnosis is primarily Inattentive, primarily Hyperactive/Impulsive, or combined, may be a component of a student with a dyslexia learner profile that requires consideration when planning lessons. For example, a numbered list of the lesson's activities, which the student can check off each section once it is completed, can provide a guide for an ADHD student to keep on task. The teacher may inform the student that s/he can stop to talk after a particular activity is completed. Below is an example of a list.

	<b>Lesson for the Day</b>	
1.	Phonogram Cards	✓
2.	Dictate Phonograms	✓
3.	Reading Words	✓
4.	Reading Sentences	
5.	Reading a Story	
6.	Handwriting	
7.	Spelling Words	
8.	Spelling Sentences	
9.	What did we do today?	

## Diagnostic and Prescriptive

The concept of "diagnostic and prescriptive teaching," as it applies to the OG Approach, has proven to be the most effective way to teach individuals with dyslexia. "Diagnostic," in the context of OG instruction, refers to the trained OG teacher observing a student's behavior from the moment they meet. Does the student come in willingly or reluctantly? Is the student talkative or quiet? Is there avoidance or refusal to begin a lesson? Children can be very clever at distracting the teacher from a well-planned lesson. An OG teacher needs to have strategies that will engage the student from the onset. For example, the lesson may begin with tossing a beanbag back and forth, with the teacher and student taking turns saying a letter of the alphabet in alphabetical order. Not only does the teacher have information about the student's knowledge of the alphabet order but also the student's dexterity and motor ability. The teacher may ask the student to toss and catch the beanbag with the left or right hand, stand on

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The Academy was established in 1995 to set and maintain the highest professional standards for the practice of the Orton-Gillingham approach for the treatment of dyslexia. We certify individuals and accredit practitioner training programs and student instructional programs that meet these standards. The Academy is a nonprofit 501(c)3 organization.

For comprehensive information regarding training opportunities, requirements, and applications for Academy membership at all levels, visit our website at: [www.ortonacademy.org](http://www.ortonacademy.org)

## Teaching the Orton-Gillingham Approach (continued from page 15)

the left or right foot, or a combination of both while saying the alphabet. Through a fun activity, the teacher learns about the student's hand and foot dominance.

Often a student is reluctant to come to the lesson. There was a student who was obviously reluctant to come to the OG lesson for the first time and immediately bolted under the desk folding his arms in defiance. Instead of urging the student to come out from under the table, the teacher went under the table with him and showed him what they were going to do for the day. The student was reluctant, yet willing to do most of the activities during the lesson. By the third day of going under the desk, the student asked, "Do we have to go under the desk today?" The strategies in both examples were to evaluate a student's behavior and abilities in order to prescribe what and how to teach the student.

The OG teacher's decisions are based on the principle of diagnostic and prescriptive instruction. Observing a student is diagnostic; however, simple assessments can also be helpful. The *Gallistel-Ellis Test of Coding Skills (GE)* is an excellent assessment. It is particularly suitable for students at an early stage of reading. The *Wilson Assessment of Decoding and Encoding (WADE)* is suitable for students who are more advanced with their skills. Most students will accept beginning with an activity that will allow the teacher to understand what his or her instructional needs are, however; reluctant students may resist. If that's the case, an alternative way to test with the *GE* or *WADE* is to write the letters and words from the test on index cards, and that will disguise the activity. Teachers who are not OG trained typically count a student's response in those tests as correct even though the student segmented the sounds and then said the words. This is not recommended for OG teachers. The student should be congratulated for sounding out a word prior to reading it because it demonstrates the student knows the phonograms' sounds and that blending the sounds will help to read the word. This is an excellent step toward reading. However, it is not the final step. The final step is for the student to read the whole word automatically, and automaticity should be the expected criteria for scoring.

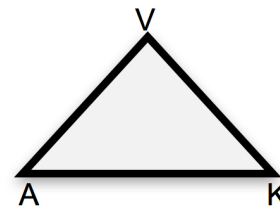
Teachers acquire information about the student's reading, spelling, and handwriting abilities through close observation during a lesson in order to determine the rationale for developing the student's next lesson plan. Learning what the student knows or doesn't know by planning well, and closely observing how the student behaves and responds to the lesson, is diagnostic and prescriptive teaching.

Be vigilant when reading standardized test reports from schools and psychologists in private practice. The information may be helpful; however, the tester may not understand dyslexia or how to teach reading, spelling, or writing. There-

fore, their diagnosis, conclusions, and recommendations for instruction may not be relevant for a student with dyslexia. Test scores from any evaluator may provide helpful information about the student's processing speed, adaptive behavior, ADHD, IQ, and description of the student's behavior, particularly school behavior. Information from parents is also helpful because it is likely there is at least one family member who is dyslexic. Sadly, some parents who are dyslexic feel ashamed and do not want to admit their disability to their children or the professionals working with them. Without the parent's disclosure and support, the child is also likely to feel ashamed and defensive.

### Multisensory

This is a term that is often misunderstood to mean students will write letters in shaving cream, sand, on a screen, or other tactile surfaces to have the tactile feel of the letter formation. Although those materials provide kinesthetic reinforcement for writing letters and can be engaging for OG students, they do not complete the full meaning of multisensory as applied to OG. The VAK (Visual, Auditory Kinesthetic) triangle symbolizes the process of reading, spelling, and handwriting.



The processes of reading, spelling, and writing are visualizing (V) letters and words, connecting the auditory (A) sound/s of letters to words, and experiencing the kinesthetic (K) relates to experiencing the kinesthetic movement in the vocal system while saying sounds, in addition to using an appropriate pencil grip and hand movements while writing. The VAK processes develop abilities to read, spell, and write. It is remarkable that Samuel Orton, Anna Gillingham, and Bessie Stillman figured it all out prior to the scientific evidence that came many years after them (*Put Reading First* reviews the findings of the National Reading Panel, <https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>)

### Direct Instruction

An OG teacher writes lesson plans that are individually designed to proceed from easy to advanced. Students benefit from knowing the reasons for learning a skill and why they need to practice it until it is automatic. They need to learn the terms of the skills they practice such as phonogram cards, syllable types, the names of the spelling rules and generalizations, and handwriting legibility.

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## Teaching the Orton-Gillingham Approach (continued from page 16)

There was a 4<sup>th</sup> grade student who could recall all the terms for the skills and explain them well; however, he could not easily apply them while either reading or spelling. He mentioned some terms in school, and his teacher heard him. The teacher appointed the student the “linguist of the class.” The teacher admitted he did not know what the terms meant and asked the student to teach him and the class the meanings. This was a wise teacher who allowed this very dyslexic boy to become the linguist of his class.

During an OG lesson, the same student who never read a story or book that was not a decodable text, was asked to read from a *Magic Tree House* book because the teacher decided the student was ready. When the book was put in front of him, and he opened it up, he claimed, “Are you crazy? I can’t read that!” He would not try, and the teacher did not force him. In preparation for the next lesson, she typed the sentences from the book onto a piece of paper and wrote the sentences in a list, dividing the list into groups of four sentences. The student read them with very few errors, and the teacher coached him to correct a misread word by breaking it down into sounds. The teacher told him the word if he could not read it. The teacher then brought out the *Magic Tree House* book and asked him to read the first page. The student said, “I told you it’s too hard, and I can’t read it.” The teacher responded, “You just did.” The student proceeded to read the list and compare it to the sentences on the first page of the book. He enthusiastically responded, “I can read the book!” That was the beginning of his reading from a trade book.

Some students like to be timed and make a challenge out of a reading activity. Other students become anxious about being timed. If a teacher wants to keep a record of an anxious student’s reading rate, the teacher may look at a watch or clock without the student being aware that he or she is being timed. The number of speed drill words on a page may be different for each student, and the font size may also vary. OG teachers often develop a speed drill that is individualized for the student by the choice and number of words. A page out of a program, such as *Reading Speed Drills*, may have appropriate words, yet may have too many words on a page for a particular student. If this is the case, the teacher can make a copy and cut or fold the page. The important goal for the student is to automatically read the words and to feel successful. Teachers who are not aware of a student’s slow processing speed may have the same timed criteria for all the students, that may cause slower students to think they are not doing well.

### Systematic Phonics

Phonics has become a banned word in some schools in spite of the overwhelming evidence of its importance. Systematic phonics is learned at the beginning stage of reading, spell-

ing, and handwriting. Once the process of connecting a sufficient number of sounds to letters and letters to sounds is accomplished, a student can read and spell phonetically regular words. Depending on the student’s ability, the teacher may move ahead with more skills.

Students without dyslexia typically make connections to the sound/symbol relationship with very little exposure. Some read before entering kindergarten. Those students are sometimes thought of as gifted and receive accolades for being smart; however, by the end of 2<sup>nd</sup> or 3<sup>rd</sup> grade, their classmates catch up with them. The young precocious reader’s ego may be diminished. A gifted student with dyslexia may have brilliant visual and artistic abilities yet may think he is “dumb” because he cannot read, spell, or write.

### Applied Linguistics

OG teachers teach linguistic concepts as applied to reading, spelling, and writing. They teach their students sound/symbol relationships, how to blend the sounds into words (decoding) so they may read them, segment the sounds to spell words, and handwriting to be legible so others may read what they write. A continuum of linguistic skills then moves on to syllable types, morphemes, syntax, semantics, grammar, reading comprehension, and written expression. Those skills make up an OG curriculum. The student progresses to become a reader and writer through a linguistic system that is structured according to the student’s individual abilities and pace. When Anna Gillingham and Bessie Stillman developed the OG Approach, they had no computers to organize words into syllable types. They went through a dictionary classifying words into 6 syllable types: Closed, Silent-e, Open, Vowel Team, R-Controlled, and Consonant-le. Recognizing six concepts is easier than reading words randomly. They also recognized letter “families” such as -ild, -old, -ind, -ost words. The classification of word structure may make reading more attainable, particularly for students with dyslexia.

It is helpful to explain to students that humans are not born to read, and there are still cultures that don’t teach reading, although the number diminishes over time. Letters are an invention of humankind, and it is helpful for students with dyslexia to know that this invention is difficult for them to learn and use. *The Gillingham Manual* includes the “History of Language” in chapter one, which explains the historical progression of the current alphabetic system for the purpose of informing teachers and their students. There are children’s books that describe the history and evolution of the alphabet that can be read to all children yet have particular value for the children with dyslexia. One book is *Alphabet Order: How the Alphabet Began* by Tiphaine Samoyault and another is *Ox*,

*continued on page 18...*



## Teaching the Orton-Gillingham Approach (continued from page 17)

*House, Stick, the History of Our Alphabet* by Don Robb.

Individuals with dyslexia need to understand that the pace of learning to read and write may be different for them, a factor that has no relationship to intelligence but rather relates to the degree of dyslexia, processing ability, and their skills for reading and spelling.

A first grader told his teacher, “Reading is like taking a dagger, sticking it in my ear, and twisting it.” How tragic and sad is that? By using OG principles, his special education teacher was able to develop lessons designed for his success, and the boy became a willing and engaged student.

### Systematic and Structured

The teacher presents information in an ordered manner, from easy to more difficult. Some students require reinforcement of a skill over a long period of time, while others pick up the skill quickly. Skills and information are presented in a logical order with practice toward mastery. Programs that are based on OG instruction are often used in classrooms and may be helpful. However, if a dyslexic student needs more practice and the teacher is unschooled in OG, the teacher may move on to the next reader before reinforcing the unfinished skills in the previous reader. This is common and may lead teachers, principals, or heads of special education to claim that OG or a phonics-based program does not work. It does not work because there were not enough reinforcement activities.

### Linguistic Competence

Linguistic competence relates to student success because the OG teacher’s step-by-step instruction is tailored for each student to move from easy to more difficult at his own pace. The student begins with phonograms; then phonograms connect to form words. Finally, phrases, sentences, and paragraphs are included for both reading and spelling. The teacher is always monitoring for success eventually advancing the student to various literary forms as a proficient reader and writer.

### Sequential, Incremental, and Cumulative with Continuous Feedback and Positive Reinforcement

The teacher must progress with a student from easy to more difficult and observe the student’s stamina for keeping up with a lesson. Skills develop from simple to more complicated with continuous feedback and positive reinforcement throughout a lesson. A close teacher-student relationship is important, and it is important for the teacher to individualize worksheets, which contain reinforcement activities for a reluctant student, in order that it will provide the student with success.

### Cognitive Approach

Students need to understand the reasons for what they are learning, and why they have to practice the skills until they are automatic. When students have this understanding, they gain confidence and trust in the Approach and their teacher.

There was an adult gentleman who was very dyslexic, and at the early stage of reading and spelling single closed syllable words. He called his teacher late one evening to ask, “Does w-a-r spell war?” The teacher responded affirmatively and inquired, “Why do you ask?” He responded, “I was watching a war documentary on TV and cannot understand how such a little word could have such an important meaning.” The gentleman’s response indicated the very low level of literacy understanding he had. This man was a truck driver and had a wife who was legally blind; she usually stayed at home. He would call her and spell out road signs so she could tell him the name of the road. Sometimes he went to the wrong street or town that extended his workday into nighttime. In his OG lessons, he learned the phonograms, studied the formation of the syllable types, and practiced reading lists of words, then sentences, and finally simple stories. Learning the concept of a syllable type made sense to him because he could relate to the cognitive concepts of categorizing words into six syllable types or phonetically irregular words.

### Emotionally Sound

The Orton-Gillingham Approach is about dyslexic students experiencing success and developing confidence and self-respect.

A Yale college student who majored in English came for a consultation during her senior year. She confided that she was guilty of never reading a book during her college years because she couldn’t, and she felt like a fraud. She did not think she should graduate because she didn’t deserve it despite having good grades. She was an English major and was asked how could she have achieved such an accomplishment. She responded that she listened carefully to her professor, developed a study group with her colleagues, and listened to their discussion. She had a high IQ and an excellent memory, and between what the professor and her colleagues said, she could learn and excel in English. The consultant strongly advised her to graduate because she probably worked harder than anyone else did; she definitely deserved the degree.

Working with children and adults with dyslexia is a rewarding and gratifying career, and the gratification comes from learning to use the Orton-Gillingham Approach with each individual student, whether young or old. Anna Gillingham said, “What the teacher hasn’t taught, the child doesn’t know.”

# Finding Special Education Legal Assistance in Your Community

by Alexis L. Greenberg, Esq.

Throughout the school year, there is both excitement and stress for families of children with dyslexia. Many parents can benefit from additional guidance in their efforts to secure appropriate services for their children, but may not know where to turn for help.

Legal support for parents of children with disabilities is generally available either through community legal organizations or through private firms. Community legal organizations are usually non-profit entities that focus on a particular segment of the population, such as low-income families or single parents. As such, parents may need to qualify under the organization's rules before they and their child may receive services. This may include proving income or immigration status. To help with this process, most community legal organizations offer "intake" times when parents can speak to an attorney over the phone or in person to determine whether their family would be eligible for assistance.

For those families that qualify, parents may receive special education community legal services for free or at a significantly reduced cost. Those services may include assisting the parents in securing evaluations, attending IEP meetings with the parent, and interacting with school district representatives on the parent's behalf. Note that some community legal services organizations will represent parents if they bring a case in court and some will not – families should ask. As an additional benefit, those community organizations may often address many other family-based legal needs including housing, public assistance, health care, and immigration.

Not every community organization offers special education support. However, if parents are unsure where to find legal services in their area, a good first step is to contact the nearest Legal Aid or Legal Services office. Families may ask what type of special education legal supports, both community and private, are available in the region. In addition, even if a family does not qualify for legal assistance at a community organization, the organizations that do handle education law matters will often provide excellent "Know Your Rights" informational talks or printed guidebooks free of charge upon request.

If a community organization is not the right match for a family's needs, parents may wish to consider hiring a private attorney or firm. Private attorneys do not generally restrict themselves to a particular population group, though individ-

ual lawyers may have developed experience in a specific area of the law (for example, an attorney may have handled many autism/ASD cases, or federal court appeals, or cases seeking tuition reimbursement for non-public schools). Families are often hesitant to approach private attorneys out of concern for the attendant cost. This is a very real consideration. However, many private lawyers use a sliding scale based on client income to determine fees, and many also offer free or nominal-cost initial consultations so that parents may decide whether hiring a firm is the right decision. If a particular lawyer's fee

structure is not comfortable for a family, parents should explore other firms or approach community organizations before making a decision. The federal law entitled the Individuals with Disabilities Education Act (the "IDEA") includes attorneys' fees provision, and parents may ask the lawyers with whom they speak whether that section of the law is likely to apply to their situation. If parents are looking for more names of private education attorneys, they may also wish to contact their state, county, or city bar associations to find out if any have "Children's Law" or "Education Law" committees. The chair of the committee may be able to share more about the private education law attorneys who practice in the area.

Many parents will have heard about certain local attorneys from other parents. Word of mouth is a wonderful way to learn about the legal services and private firms in a given area. Remember, every legal case is different and individual because every child is different and individual. The success or struggle of one parent in securing services for a child cannot be used to predict the success or struggle of any other parent, even when both families are working with the same attorney. What is right for one family will not necessarily match what is right for another family. Parents should choose a lawyer or legal services provider with whom they feel comfortable, both financially and personally.

With the above information comes the important point that not every family will need an attorney. Sometimes, general guidance or a step-by-step information packet may be sufficient to allow a family to advocate effectively for their child. However, if parents are considering bringing litigation against a school district, they should consult with an attorney prior to doing so. Certain documents filed with the court cannot be changed easily later, and problems with those papers may result in a significant limitation in the scope of the parents' case.

*continued on page 20...*



LEGAL SERVICES

# Mind in the Making: The Seven Essential Life Skills Every Child Needs (2010) by Ellen Galinsky

Book Review by Peggy Price, F/AOGPE

Painstakingly well-researched, well-organized, and easy to read, Dr. Ellen Galinsky took eight years to write this landmark, best-selling book on child development and executive function skills. Galinsky combined her own research, decades of research on child development from multiple disciplines, and stories from families, coupled with her own experience raising her children. Galinsky is President of the Families and Work Institute, whose “mission is to promote Executive Function Life Skills in adults and through them in children in order to keep the fire for learning burning brightly in all of us.”

Executive Function (EF) explains any behavior that is goal oriented. Sometimes referred to as the air traffic control system in the brain, EF allows us to focus, have cognitive flexibility, use working memory, and inhibitory control to work towards a goal. Although cognitive processes are complex and involve multiple systems in the brain, EF is largely associated with the prefrontal cortex. According to the Center on the Developing Child at Harvard University, children are not born with EF skills but have the potential to develop them. EF skills continue to develop until approximately age 25. The age range where there is the greatest growth of EF skills is between ages three and five, presenting a wonderful opportunity for teachers and families. EF is strongly correlated to academic performance and social-emotional competence, or as Galinsky posits, EF skills are essential life skills.

Galinsky’s seven essential Executive Function Life Skills are: 1. **Focus and control** are needed for any learning to occur. In a fast-paced world of distractions and misinformation, the need for sustained attention, self-control, and flexible thinking are more needed than ever.

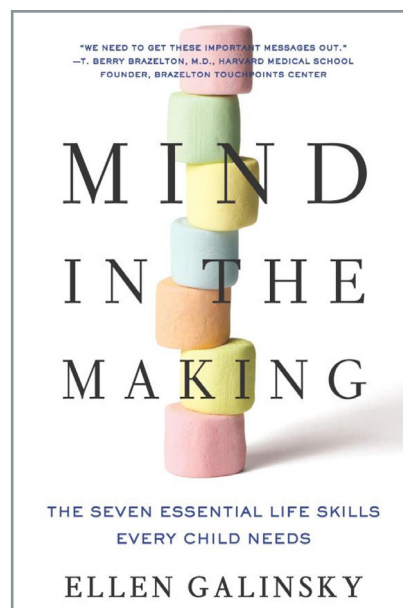
2. **Perspective Taking** includes empathy but also requires determining how others think and feel. There are many things teachers and families can do to promote taking others’ perspectives to minimize conflict, foster friendships, and have positive relationships with adults.

3. **Communicating** at the bare minimum subsumes understanding language, using language effectively, reading, and writing. However, Galinsky defines communicating as understanding how what we communicate will be understood by others. Subsequently, this requires us to often think first before speaking.

4. **Making Connections** is “at the heart of learning” when we categorize based on what we see as the same and different. Making unusual connections is the basis of creativity. Many of our students with dyslexia excel at making unusual connections, but they will require a highly trained OG teacher to make direct and explicit connections to understand the structure of the English language to read and write.

5. **Critical thinking** is defined as the “ongoing search for valid and reliable knowledge to guide beliefs, decisions, and actions.” Children’s natural curiosity leads them to think and play like scientists. Teachers and families can promote critical thinking throughout all learning whether in an OG lesson or in a chemistry class. 6. **Taking on challenges** is crucial in life. Children who are willing to take on challenges rather than avoiding them will be more successful in life. Carol Dweck’s research on growth mindset is discussed in this section along with suggestions to help children handle stress. 7. **Self-directed, engaged learning** is necessary to become a lifelong learner. The world will continue to change, and we must be able to adapt to the change, utilizing the above EF life skills. If we stop learning, we stop thriving.

*continued on page 21...*



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## Finding Special Education Legal Assistance in Your Community (continued from page 19)

Attorneys in both community and private settings may provide valuable knowledge to all of us, but the Academy and its members in turn have a wealth of expertise and education to share with the legal community. Many, if not most, attorneys have only a basic understanding of Orton-Gillingham and may not fully realize why this approach is so critical for students with dyslexia. Be bold! Offer to answer questions

about Orton-Gillingham, or print out an information sheet to which those attorneys may refer. Building clearer communication links among parents, attorneys, and Orton-Gillingham providers allows us all to learn from each other and to serve our students better. Let’s work together to ensure that all children with disabilities receive the free and appropriate public education to which they are entitled under the law.

## Mind in the Making: The Seven Essential Life Skills Every Child Needs (continued from page 20)

In addition to the seven EF skills, Galinsky reviews the research on how infants and young children are wired for numeracy and strategies to foster mathematical understanding at a young age. *Mind in the Making* also makes a powerful case for arts education as an important vehicle for developing those seven skills in addition to intellectual growth. A theme throughout the book is the importance of fostering your child's "lemonade stand," a term Galinsky uses for a child's passion, based on a story about a lemonade stand her daughter designed as a young child. When you nurture your child's passion, you will strengthen many, if not all, of the seven EF life skills. Classrooms and schools can promote student-directed learning, too.

*Mind in the Making* is highly accessible to anyone interested and passionate about child development and learning. Although most of the research reviewed in this book is slanted toward early childhood (birth to eight), there are good, concrete parenting and teaching strategies for any age. The book delved into several high profile and innovative early childhood programs including HighScope Perry Preschool Project, Carolina Abecedarian Project, and Harlem Children's Zone. An underlying commonality amongst those programs is that the teachers were lifelong learners, passionate about learning, and doing whatever was necessary to help their students learn and grow. A good teacher views himself as a researcher, forming hypotheses and continually gathering new data to confirm or amend those hypotheses. A good teacher also models the expected behavior she wants her students to model, including nurturing a growth mindset where mistakes are not seen as a sign of failure but an opportunity to learn more. A few of the renowned researchers featured in her book are Adele Diamond, a leader in the field of Neuroscience and Executive Function; Catherine Snow, Educational Psychologist and Applied Linguist; Patricia Kuhl, expert in the field of Language Acquisition; Carol Dweck, Psychologist and author of *Mindset: The New Psychology of Success*; and Stanislas Dehaene, Reading Neuroscientist and author of *Reading in the Brain* and *The Number Sense*.

As an OG practitioner and OG trainer, I felt the research presented in this book aligned with the principles of the OG Approach. The two OG principles of diagnostic and prescriptive instruction that teaches to the intellect are particularly relevant for any teacher trying to teach the seven EF life skills. For example, an OG teacher does a preliminary assessment to ascertain a student's reading, spelling,

and writing strengths and weaknesses to determine where to begin instruction. A student's performance in each OG lesson guides what is taught in the following lesson. Positive and immediate feedback is given to the student when she misreads or misspells a word to enable the student to self-correct, understand her mistake, and feel successful. The Socratic method of questioning is employed throughout the OG lesson for active engagement and critical thinking. All OG lessons are designed to be emotionally supportive which allows a student to develop a growth mindset. As an OG trainer, I remind my mentees of this, too. No one is "perfect" at teaching OG at the start. We make mistakes along with our students, and if we are attuned to our mistakes, seek out and listen to the mentorship from our Fellows, and continue our lifelong pursuit of new knowledge and research, we will continue to grow as OG teachers.

The seven EF life skills are not just skills for children but rather important for all of us as adults. If we do not handle stress well and take on new challenges, how can we expect our children to? As a teacher and parent, I felt empowered reading *Mind in the Making* and enjoyed the intermingling of "parent perspective" stories among the explanations of research studies. Who wouldn't benefit from greater introspection into one's own mind? Even though my prefrontal cortex stopped growing years ago, I'm emboldened that there are still many ways I can increase my own EF skills.

In Galinsky's conclusion in *Mind in the Making* she writes, "These essential skills don't call for expensive programs, fancy materials, or elaborate equipment. They simply call for doing the everyday things you do with children in new ways... And, finally, it should be very clear that it is never, ever too late. My mother was 'parenting' me into her late nineties, and I am parenting my grown children [and my grandsons] now—meaning that I am continuing to learn from them as they are continuing to learn from me."

In addition to the book, the website [www.mindinthemaking.org](http://www.mindinthemaking.org) is full of great resources. If you work with children ages birth through twelve, visit <http://www.mindinthemaking.org/firstbook/> for reading lists grouped by life skill with links to download a "tip sheet" with each title. There is even a DVD series called *Mind in the Making: Experiments in Children's Learning*, which is a series of "field trips" to research labs in action to better understand the hypotheses, methodology, key findings, and implications of each study.





Academy of  
Orton-Gillingham  
Practitioners  
and Educators

### Accomplishments in 2016:

- Added 400 new members
- Distributed and collected the board ballot online
- Published the Academy Newsletter
- Hosted our 17th Annual Spring Conference at the Atlanta Marriott Buckhead Hotel & Conference Center, Atlanta, GA with 345 attendees and 48 speakers.
- Granted the Ronald Yoshimoto Scholarship for Public School Teachers to a deserving recipient
- Exhibited at the IDA conference in Orlando, FL
- Exhibited at the Colorado Reading in the Rockies, Denver, Colorado
- Hosted an Academy reception at the IDA conference in Orlando, FL, with over 70 attendees
- Held the third annual Fellow webinar (available on the Fellow and Certified members section of the website)
- Revised the Associate Reading List
- Accredited 1 new instructional program and reaccredited 2 training programs, and 2 instructional programs
- Updated the Academy's Curriculum

### Goals for 2017:

- Holding our 18th annual AOGPE Spring conference April 28 & 29, in Boston, MA
- Planning for the 19th annual AOGPE Spring conference in 2018
- Launching the new website
- Exhibiting and hosting a reception at the Fall 2017 IDA conference in Atlanta, GA
- Hosting the Fall, 2017 Fellow webinar
- Enhancing the Academy's online Subscriber Course to be more interactive
- Increasing Academy membership by promoting opportunities through Academy Accredited training programs and Fellow training programs
- Revising the required Certified reading list
- Providing Academy information and assisting individuals and families seeking remediation for dyslexic adults and children
- Promoting Academy accredited instructional programs in schools, camps and clinics
- Providing members and aspiring members with opportunities for professional growth and development through conferences and training programs
- Continuing communication with the public, educators, social service agencies, the medical community, and other professional organizations

## Thank you for your continued support!

Every contribution helps the Academy fulfill its mission of setting and maintaining professionals and ethical standards for the practice of the Orton-Gillingham Approach and to certify individuals and to accredit instructional and training programs that meet these standards.

[CLICK HERE TO DONATE TO THE ACADEMY](#)

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# AOGPE Standing Committees

## AOGPE Standing Committees

The Academy relies on the work of its committees to assist in governing the activities of the organization. Committees have agendas and rules, work on assigned tasks, and make recommendations to the Board of Trustees. Each of the committees' reports on its progress, while the Board of Trustees makes decisions on committee recommendations.

**Accreditation Committee** - reviews all applications and recommends qualified programs for accreditation/approval by the Board of Trustees. Membership on the Accreditation Committee is limited to Fellows of the Academy.

Terri Petersen, <i>Chair</i>	Marcella Fulmer
Lisa Brooks, <i>Co-Chair</i>	Janet George
Gena Farinholt	Pam Reynolds
Louise Freese	

**Fundraising Committee** - is responsible for the planning and implementation of fund raising.

Rosalie Davis, *Chair*

**Information Outreach Committee (IOC)** - plans, prepares, and sees to the timely distribution of Academy information. This includes the planning of educational programs and conferences.

Karen Leopold, <i>Chair</i>	John Howell
Rosalie Davis, <i>Advisor</i>	Amy Lawrence
Heidi Bishop	Carrie Malloy
Josie Calamari	Kerri McDonald-Schaub
Maryann Chatfield	Dawn Nieman
Colleen Chow	Peggy Price
Louise Dowd	Alicia Sartori

**Nominating Committee** - nominates candidates to serve as members of the Board and as Board officers.

Trudy Odle, *Chair*  
Rosalie Davis  
Jean Hayward

**Research Committee** - encourages research relevant to the Orton-Gillingham Approach and promotes dissemination of such data.

John Howell, *Chair*

**Standards Committee** - determines the curricular requirements for certification and accreditation.

Mary Briggs, <i>Chair</i>	Deb Morris
Linda Atamian	Trudy Odle
Norma Jean McHugh	Concha Wyatt

## Standing Committees with Anonymous Members

**Certifying Committee** - reviews applications and recommends qualified candidates for approval by the Board. Membership on the Certifying Committee is limited to Fellows of the Academy.

**Professional Ethics Committee** - inquires into complaints bearing upon alleged failure by individual members and Institutional members of the Academy to adhere to the professional standards of the Academy

## Additional Standing and Ad Hoc Committees

### Bylaws Committee

Mary Briggs, *Chair*  
Karen Leopold  
Theresea Petersen

**Council of Organizational Members** - promotes the Academy's mission with special attention to its accredited schools, camps, and clinics.

### Honorary Membership

### Library Committee

Marcia Mann, *Chair*  
John Howell  
David Katz

### Ruth Harris Travel Award Scholarship Committee



The Academy was established in 1995 to set and maintain the highest professional standards for the practice of the Orton-Gillingham approach for the treatment of dyslexia. We certify individuals and accredit practitioner training programs and student instructional programs that meet these standards. The Academy is a nonprofit 501(c)3 organization.

For comprehensive information regarding training opportunities, requirements, and applications for Academy membership at all levels, visit our website at: [www.ortonacademy.org](http://www.ortonacademy.org)

## Academy Accredited Training Programs

### THE BLOSSER CENTER

Lynn Allmeyer, Executive Director  
1907 NE 45th Avenue  
Portland, OR 97213  
T| (503) 234-4060  
[www.theblossercenter.org](http://www.theblossercenter.org)  
(Associate & Certified Training)

### CAMP SPRING CREEK

Susie van der Vorst, F/AOGPE  
774 Spring Creek Road  
Bakersville, NC 28705  
T| 828.688.1000  
[www.campspringcreektraining.org](http://www.campspringcreektraining.org)  
(Classroom Educator & Associate Training)

### CAMPERDOWN ACADEMY

Heidi Bishop, F/AOGPE  
501 Howell Road  
Greenville, SC 29615  
T| 864.244.8899  
[www.camperdown.org](http://www.camperdown.org)  
(Classroom Educator, Associate & Certified Training)

### COMMONWEALTH LEARNING CENTER

Mary Briggs, F/AOGPE  
220 Reservoir Street, Suite 6  
Needham, MA 02494  
T| 781.444.5193  
[www.commlern.com](http://www.commlern.com)  
(Classroom Educator & Associate Training)

### GARSDALE INSTITUTE FOR TEACHER TRAINING

at The Carroll School  
Louise Freese, F/AOGPE  
Director, GIFTT  
25 Baker Bridge Road  
Lincoln, MA 01773  
T| (781) 259-8342 x 9730  
[www.carrollschool.org](http://www.carrollschool.org)  
(Associate & Certified Training)

### GREENHILLS SCHOOL

Marjory Roth, F/AOGPE, Head of School  
1360 Lyndale Drive  
Winston-Salem, NC 27106  
T| (336) 924-4908  
[www.greenhillsschool.ws](http://www.greenhillsschool.ws)  
(Associate Training)

### KEY LEARNING CENTER (KLC) AT CAROLINA DAY SCHOOL

Diane Milner, F/AOGPE  
Director of KLC  
Concha Wyatt, F/AOGPE  
Program Director  
1345 Hendersonville Road  
Asheville, NC 28803  
T| (828) 274-0758 x405 or (828) 274-3311  
[www.keylearningcenter.org](http://www.keylearningcenter.org)  
(Classroom Educator, Associate & Certified Training)

### THE KILDONAN SCHOOL

Laurie Cousseau, F/AOGPE  
Director, Kildonan Teacher Training Institute  
425 Morse Hill Road  
Amenia, NY 12501  
T| (845) 373-8111  
[www.kildonan.org](http://www.kildonan.org)  
(Associate & Certified Training)

### LEARNING HOUSE

Susan Santora, F/AOGPE  
PK Sanieski, F/AOGPE  
264 Church Street  
Guilford, CT 06437  
T| 203.453.3691  
[www.learninghouse-ct.com](http://www.learninghouse-ct.com)  
(Classroom Educator, Associate & Certified Training)

### THE READING CENTER

Dyslexia Institute of Minnesota (DIM)  
Cindy Russell, Executive Director  
847 N.W. 5th Street  
Rochester, MN 55901  
T| 507.288.5271  
[www.thereadingcenter.org](http://www.thereadingcenter.org)  
(Associate & Certified Training)

### THE READING CLINIC

Gillian Ramsdale, F/AOGPE  
54 Serpentine Road  
Pembroke, Bermuda HM 05  
T| 441.292.3938  
[www.readingclinic.bm](http://www.readingclinic.bm)  
(Associate & Certified Training)

### RIVERSIDE SCHOOL

Nancy Spencer, F/AOGPE  
Orton-Gillingham Coordinator  
2110 McRae Road  
Richmond, VA 23235  
T| (804) 320-3465  
[www.riversideschool.org](http://www.riversideschool.org)  
(Associate Training)

### SANDHILLS SCHOOL

Anne Vickers, F/AOGPE, Head of School  
1500 Hallbrook Drive  
Columbia, SC 29209  
T| 803.695.1400  
[www.sandhillsschool.org](http://www.sandhillsschool.org)  
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Rosalie Davis, F/AOGPE  
Director of Teacher Training  
282 Mt. Paran Road, N.W.  
Atlanta, GA 30327  
T| (404) 252-2591  
[www.schenck.org](http://www.schenck.org)  
(Classroom Educator & Associate Training)

### STERN CENTER FOR LANGUAGE AND LEARNING

Janna Osman, M.Ed  
Vice President for Advanced Studies  
Peggy Price, F/AOGPE  
183 Talcott Road, Suite 101  
Williston, VT 05495  
T| (802)878-2332  
[www.sterncenter.org](http://www.sterncenter.org)  
(Classroom Educator & Associate Training)

### TRIAD ACADEMY at Summit School

Carrie Malloy, F/AOGPE, Director  
2100 Reynolda Road  
Winston-Salem, NC 27106  
T| 336.722.2777  
[Website](#)  
(Associate Training)

### TRIDENT ACADEMY

Janet Jones, F/AOGPE  
1455 Wakendaw Road  
Mt. Pleasant, SC 29464  
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T| 845.373.8111  
[www.kildonan.org](http://www.kildonan.org)

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Head of School  
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Richmond, VA 23235  
[www.riversideschool.org](http://www.riversideschool.org)

### SANDHILLS SCHOOL

Anne Vickers, F/AOGPE, Head of School  
1500 Hallbrook Drive  
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T| 803.695.1400  
[www.sandhillsschool.org](http://www.sandhillsschool.org)

### THE SCHENCK SCHOOL

Joshua J. Clark, Head of School  
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T| 404.252.2591  
[www.schenck.org](http://www.schenck.org)

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[www.stevengaynor.org](http://www.stevengaynor.org)

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### LEARNING HOUSE

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T| 203.453.3691  
[www.learninghouse-ct.com](http://www.learninghouse-ct.com)

### THE READING CENTER

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Cindy Russell, Executive Director  
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Rochester, MN 55901  
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[www.thereadingcenter.org](http://www.thereadingcenter.org)

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[www.durangomountaincamp.com](http://www.durangomountaincamp.com)



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Please contact [info@ortonacademy.org](mailto:info@ortonacademy.org)

Thank you!



## New Members - Winter 2017

### The Academy congratulates the following new members

#### Fellow

Carrie Malloy, Winston-Salem, NC  
Dawn Newbury, Charlotte, NC  
Peggy Price, Burlington, VT  
Marcia Ramsey, Huntsville, AL  
Alice Rullman, Newland, NC

#### Certified

Cynthia Armano, Warwick, Bermuda  
Angela Bryant, Alexander, NC  
Alison Buckner, Henrico, VA  
Allison Burdette, Fletcher, NC  
Downing Child, Charleston, SC  
Paul Dresel, Winston-Salem, NC  
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Ann Nancy LaBeau, Mountain Lakes, NJ  
Marianne LaRosa, Dublin, OH  
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Barbara JB Marold, West Linn, OR  
Lindsay Murphy, Norwalk, CT  
Susan Nolan, Ph.D., Nelsonville, OH  
Michelle Norris, Arden, NC  
Jamey Peavler, Zionsville, IN  
Alice Randles, Mills River, NC  
Parker Kelly Tegeler, Winston-Salem, NC  
Mary Ann Welsch, Hardwick, MA  
Casey Welsh, Savannah, GA

#### Associate

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Mary Avola, Framingham, MA  
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Hope Blair, Norwalk, CT  
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Rachel Branch, Montpelier, VT  
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Stephanie Cross, Richmond, VA  
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Catherine Donovan, Carver, MA  
Caitlin Dotolo, North Reading, MA  
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Sheri Fadden, Swanton, VT  
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Lauren Flaherty, Norwell, MA

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Karen Grazia, Sherman, CT  
Kathleen Heenev, Huntsville, AL  
Karen Herman, Andover, MA  
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Ann Link, Portland, OR  
Mardi Loeterman, Brookline, MA  
Sheila Maginnis, Andover, MA  
Melissa Maguire, Andover, MA  
Beth Mares, Decatur, GA  
Brenda Martin, Westford, MA  
Christine McMahon, Needham, MA  
Judith Mirell, New York, NY  
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Sydney Wesolowski, San Francisco, CA  
Kristine Willis, Lakeland, FL  
Melissa Wood, Lewis Center, OH

#### Classroom Educator

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Egen Arnold, Atlanta, GA  
Alison Aspelin, Kaneohe, HI  
Hilda Ayala, Waipahu, HI  
Jennifer Bagliavio, Ridgefield, CT  
Amanda Barone, South Burlington, VT  
Amy Benton, Marietta, GA  
Helen Blanchard, Derry, NH  
Nanci Brochinsky, Bethany, CT  
Laura Brown, Fairfield, CT  
Lovetta Brown, Sandy Springs, GA  
Christy Buchanan, Fletcher, NC  
Jeremy Bullinger, Greenville, SC  
Richard Butler, Patterson, NY  
Jennifer Cairns, Roswell, GA  
Kimberly Campbell, Roswell, GA  
Felice Catalano, Marietta, GA  
Brittney Caudell, Peachtree Corners, GA  
Trisha Cheney, Stamford, CT  
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Kristin Cook, Oxford, CT  
Kathryn Daly, Milton, MA  
Kelly Damron, Peachtree Corners, GA  
Marie Desaro, Brooklyn, NY  
Angela DeHart, Johns Creek, GA  
Donna Dennis, Marietta, GA  
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Livia Flood, Ridgefield, CT  
Lindsay Forth, Redding, CT  
Emilie Gagarin, Ewa Beach, HI  
Erin Gildea, Milford, CT  
Laura Gilgannon, Charlottesville, VA

*continued on page 29...*

## Classroom Educator (continued)

Barbara Groh, Asheville, NC  
Linda Guller, Stamford, CT  
Carolyn Lynda Guthrie, Marietta, GA  
Megan Hartmann, Canton, GA  
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Melanie Higgins, Bridgeport, CT  
Shannon Hipps, Powder Springs, GA  
Jenessa Hirayama, Ewa Beach, HI  
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Judith Iredale, Quincy, MA  
Elyse Kadey, Toronto, Canada  
Stacy Kechejian, Stamford, CT  
Terry Kellaway, Derry, NH  
Susan Kellner, Glenwood, NY  
Gail Kemp, Midlothian, VA  
Kammiee Keola, Waianae, HI  
Keri Kimbrough, Simpsonville, SC  
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Priscilla Lane, Danville, NH  
Karen Laplante, Derry, NH  
Tiffany Lewis, Grove City, OH  
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