
Academy of Orton-Gillingham Practitioners and Educators

April 1-2, 2016

Conference Program

Atlanta, Georgia



“The Dynamics of Dyslexia”

Atlanta Marriott Buckhead

Hotel & Conference Center
3405 Lenox Road NE
Atlanta, Georgia 30326



Academy of
Orton-Gillingham
Practitioners
and Educators

TO REGISTER ONLINE GO TO www.regonline.com/aogpe2016 OR VISIT www.ortonacademy.org
AOGPE, PO Box 234, Amenia, NY 12501 T| 845.373.8919 F| 845.373.8925 info@ortonacademy.org

Join AOGPE for our 17th Annual Conference!

On behalf of the Academy of Orton-Gillingham Practitioners and Educators' Board of Trustees, I am pleased to invite you to our annual spring conference titled "The Dynamics of Dyslexia" on Friday, April 1 and Saturday, April 2, at the Atlanta Marriott Buckhead Hotel & Conference Center in Atlanta, Georgia.

Continuing a long history of exceptional speakers and standards, the Academy is delighted to host the following distinguished keynote speakers:

- **Laurie Cutting, Ph.D.**, Patricia and Rodes Hart Professor, Department of Special Education, College of Education and Human Development, Vanderbilt University
- **Maryanne Wolf, Ph.D.**, John DiBaggio Professor of Citizenship and Public Service Director, Center for Reading and Language Research, Tufts University

Our program includes many excellent speakers who will cover a range of topics of interest to OG practitioners, teachers, tutors, and parents. Topics include writing, multisensory math, comprehension, vocabulary, and assistive technology, to name a few.

On Thursday, March 31, The Schenck School, an organizational member of the Academy, will offer a school tour, lesson demonstrations, and refreshments. The school was founded in 1959 by David Schenck to teach children with learning and dyslexia-related differences that cause difficulty with reading and specific language skills.

Our conference is a wonderful opportunity to network and reconnect with friends and OG colleagues from all over the United States and Canada.

Please plan to attend and extend an invitation to all of your colleagues and parents of students with whom you work. The conference is open to anyone who works with children who struggle to learn to read, and those interested in learning more about dyslexia and the Orton-Gillingham Approach.

I hope to see you in Atlanta.

Sincerely,

Sheila Costello

Sheila Costello, F/AOGPE
President, Board of Trustees
Academy of Orton-Gillingham Practitioners and Educators



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FEATURED SPEAKERS

“Unraveling the Components of Reading Comprehension: Neurological and Cognitive Factors”



Friday, April 1, 2016
8:45 AM - 10:00 AM

Laurie Cutting, Ph.D.

Patricia and Rodes Hart Professor, Department of Special Education, College of Education and Human Development, Vanderbilt University, Nashville, Tennessee

Laurie E. Cutting, Ph.D., is Patricia and Rodes Hart Professor of Special Education, Psychology, Radiology, and Pediatrics. She is also a Senior Scientist at Haskins Laboratories and a member of the Vanderbilt Brain Institute as well as the Center for Cognitive and Integrative Neuroscience at Vanderbilt University. She is the principal investigator of several NIH-funded research projects on reading and reading comprehension and a co-investigator on other NIH-funded and Department of Education-funded projects on reading, reading disabilities, and ADHD. She focuses on brain-behavior relations in children and adolescents, with a particular emphasis on reading disabilities, language and executive function.

Prior to joining the faculty at Vanderbilt, she was is a research scientist at Kennedy Krieger Institute and an Associate Professor of Neurology at the Johns Hopkins School of Medicine and an Associate Professor of Education at Johns Hopkins University. During her doctoral work at Northwestern University, she completed internships at Yale University School of Medicine's Center for Learning and Attention and the National Institute of Child Health and Human Development. In 2002-2003, she completed an NIH science policy fellowship. She has written and co-authored articles on reading, reading disabilities, other learning disorders, and ADHD.



Saturday, April 2, 2016
8:45 AM - 10:00 AM

“How the Reading Brain Teaches Us to Think”

Maryanne Wolf, Ph.D.

*John DiBaggio Professor of Citizenship and Public Service
Eliot-Pearson Department of Child Development
Director, Center for Reading and Language Research
Tufts University, Boston, Massachusetts*

Maryanne Wolf, Ph.D., received her doctorate from Harvard University in the Department of Human Development and Psychology in the Graduate School of Education, where she began work on the neurological underpinnings of reading, language, and dyslexia. Professor Wolf was awarded the Distinguished Professor of the Year Award from the Massachusetts Psychological Association, and also the Teaching Excellence Award from the American Psychological Association.

She was a Fulbright Fellow in Germany where she conducted research on dyslexia in German-speaking children. Her current research in collaboration with Dr. Pat Bowers concerns a new conceptualization of developmental dyslexia, the Double-Deficit Hypothesis. The work was the subject of a recent special issue of the Journal of Learning Disabilities. Along with colleagues Dr. Robin Morris and Dr. Maureen Lovett, Professor Wolf has been awarded the NICHD Shannon Award for Innovative Research and several multiyear NICHD grants to investigate new approaches to reading intervention.

She received the Norman Geschwind Lecture Award from the International Dyslexia Association for neuroscience research in dyslexia. She has edited the book, *Dyslexia, Fluency, and the Brain* and is the author of *Proust and the Squid*.

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REGISTRATION INFORMATION

REGISTRATION RATES AND DEADLINES (*Registration Deadline is March 24, 2016*)

	<u>1-Day</u>	<u>2-Day</u>
Academy Member Rate	\$175	\$325
Non-Member Rate	\$195	\$350

Registration Fee includes light breakfasts, breaks, lunches, and the Friday evening reception.

[To Register Click Here](#)

Purchase Orders Welcome

REGISTRATION POLICIES

- Attendees may register online (preferred), by fax, or mail. Registrations are **NOT** accepted via telephone.
- Confirmation will be sent by email.
- All information on the registration form must be complete and accurate for your registration to be processed.
- After March 24th, to ensure space availability email the office at info@ortonacademy.org.
- If you have prepaid and cannot attend, you may send a substitute without penalty if you notify the office by email.
- Refunds (minus a \$50 cancellation fee) will be made for prepaid registrants who give written notice by 3/24/16.
- Refunds will not be given after 3/24/16.

CONFERENCE LOCATION & ACCOMMODATIONS:

Atlanta Marriott Buckhead Hotel and Conference Center

ATLANTA MARRIOTT BUCKHEAD HOTEL & CONFERENCE CENTER

3405 Lenox Road NE, Atlanta, Georgia 30326
T | 404.261.9250

AOGPE ROOM RATES

Single/Double/Triple/Quad: \$129/night

Reservations: 888.855.7741

Group: Academy of Orton-Gillingham Annual Conference

[MARRIOTT ONLINE RESERVATION LINK](#)

Special rates available until March 9, 2016

Complimentary internet available in all guest rooms.



Airports and Transportation

- 1. Hartsfield-Jackson Atlanta International Airport (ATL) ([LINK TO AIRPORT](#))**
 - ~ Airport is 17 miles from the hotel. ~ The hotel does not provide shuttle service.
 - ~ Estimated taxi fare: \$40 (one way)
 - ~ Public Transit (MARTA - Lenox Station) service fee: \$2.50 (one way)
- 2. Dekalb-Peachtree Airport (PDK) ([LINK TO AIRPORT](#))**
 - ~ Airport is 5 miles from the hotel. ~The hotel does not provide shuttle service.
 - ~ Estimated taxi fare: \$18 (one way)

Hotel Parking

- ~ Self-Parking \$12 per night
- ~ \$10 per day for local participants up to 12 hrs.
- ~ Valet Parking \$32 per night

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SUBSCRIBER COURSE

During the conference, attendees will be able to join the Academy as a Subscriber member after meeting the following requirements:

1. Attend Keynote Addresses on Friday and Saturday, April 1-2, 2016.
2. Register for 3 required sessions: (1) 1D or 6A; (2) 3E; (3) 1C or 6E
3. Register for any 3 additional sessions of your choice.
4. Signatures from the speakers will be required as confirmation of your attendance.
5. Dues for the first year of membership are at a discounted rate of \$25.

Indicate your interest on the registration form; more information will be given to you at the conference.

ALTA CEU'S AVAILABLE

The Academy is approved to offer a total of 12 contact hours of CEU credit to ALTA members who attend this event. At the end of the event you will receive a dated and signed certificate indicating the number of contact hours you have earned.

SPECIAL LUNCHEONS (12:00 PM - 1:00 PM)

Fellow Luncheon Meeting - Friday, April 1, 2016: Open to all Fellows and Fellows-in-Training.

Council of Accredited Programs - Saturday, April 2, 2016: For all AOGPE accredited school, clinic and camp directors, heads of school and Fellows.

FELLOW and FIT STRAND

Many sessions are relevant to Fellows and Fellows-in-Training. The following sessions are suggested for the Fellow track: 1H, 2H, 3H, 4H, 5H, and 6H. The Fellow/FIT meeting will take place on Friday, April 1st from 12 PM - 1 PM. All Fellows and Fellows-in-Training are encouraged to attend this meeting.

PARENT STRAND

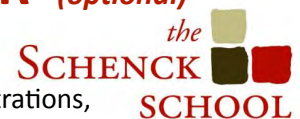
The following sessions are suggested for the parent track: 1A, 1C, 1D, 1E, 1G, 2B, 2E, 2F, 3B, 3F, 3G, 4A, 4B, 4C, 4E, 4G, 5B, 5C, 6A, 6F, 6G

THURSDAY SCHOOL TOUR (optional)

March 31, 2016, 11:00 AM - 3:00 PM, Tour of The Schenck School, Atlanta, GA

The Schenck School is located 20 minutes from the hotel. Enjoy a school tour, lesson demonstrations, and refreshments. Pick-up is at 11:00 AM from the hotel and departure from the school is at 2:30 PM.

Space is limited. Please register as soon as possible.



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FRIDAY PROGRAM AGENDA

Friday, April 1, 2016

Atlanta Marriott Buckhead, Atlanta

7:30 AM - 8:30 AM Registration (coffee, tea, and light breakfast)
8:30 AM - 8:45 AM Welcome: Sheila Costello, F/AOGPE, President, Board of Trustees
8:45 AM - 10:00 AM Keynote Address: Laurie Cutting, Ph.D.

10:00 AM - 10:15 AM Break

Abbreviations for Sessions

Audience

P/F: Parents/Family
PSY: Psychologists
SA: School Administrators
RS: Reading Specialists
TU: Tutors
CT: Classroom Teachers
F/FIT: Fellows & Fellows-in-Training

Age Level

CAL: Cross Age Levels
EC: Early Childhood
PR: Primary
INT: Intermediate
MS: Middle School
HS: High School
PHS: Post High School

Presentation Level

INTRO: Introductory
INTER: Intermediate
ADV: Advanced

10:15 AM - 11:45 AM Breakout Session 1

1A. Early Intervention: Why it Matters and Exactly How to Do it

Diana Hanbury King, Founding Fellow/AOPGE, Lakeville, CT

Students who enter first grade with a solid knowledge of letter sounds and letter formations are off to a head start. All students benefit from this foundation, but for the dyslexic, it is vital.

P/F, PSY, SA, RS, TU, CT; EC, PR; INTRO, INTER, ADV

1B. Dynamic Diagramming for Dyslexics

Janet Street, C/AOGPE and Lisa Murray, C/AOGPE, The Schenck School, Atlanta, GA

Understanding grammar allows students to analyze and discuss their writing, but grammar can be confusing to dyslexic students. Diagramming sentences gives students a new, multisensory tool for interacting with these concepts using a unique, visual-spatial approach. This fun and interactive session will teach you how to use this helpful method. *CT, TU; PR, INT, MS; INTRO, INTER*

1C. Making Morphemes Multisensory and Magical

Reba Walden, FIT/AOGPE, Granite Falls, NC and Alice Rullman, FIT/AOGPE, Nowland, NC

The session will begin with an overview of the historical layers of English. Participants will learn about morphology and how to transition from phonology and syllables to morphemes. Hands-on activities will engage the participants in understanding this vital, important component of OG instruction for content area instruction, too! *P/F, RS, CT, TU; PR, INT; INTER, Subscriber Course*

1D. The Brain: Dyslexia and Orton-Gillingham (repeated 6A)

Heidi Bishop, F/AOGPE, Director, Teacher Training Program, Camperdown Academy, Greenville, SC

Dyslexia has a neurological basis, so those who work with dyslexic students need to be familiar with the structure and function of the various regions of the brain, which provides the rationale for multisensory instruction. This session provides a hands-on, multisensory overview of these brain structures and functions.

P/F, PSY, SA, RS, TU, CT; CAL; INTRO, Subscriber Course

1E. Making Sense of Test Scores and Assessment Jargon (repeated 4B)

Suzanna Greer, F/AOPGE, Director of Language Development Tutorial Program and

Christine Smith, C/AOGPE, Coordinator for In-House Teaching, Camperdown Academy, Greenville, SC

Untangle the numbers and the testing jargon you commonly find with standardized tests, so you can accurately interpret a child's academic growth. Is the student making gains and is he keeping up with his peers? Learn how to identify a child's relative strengths and weaknesses.

P/F, SA, RS, CT, TU; CAL; INTRO

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- 1F. Enhancing Orton-Gillingham Instruction with the iPad (repeated 4C)**
Christi Kubeck, A/AOGPE, Language Tutorial Second Grade Instructor and January Reed, A/AOGPE, Language Tutorial Third Grade Instructor, The Fletcher School, Charlotte, NC
 This presentation will empower educators with innovative lessons to remediate struggling readers, improve spelling, and increase attention using the iPad. During the presentation, a variety of apps will be presented that educators can use to enhance their Orton-Gillingham lesson. The activities will keep students on-task and engaged while sharpening essential reading and spelling skills. **SA, RS, CT, TU; CAL, PR, INT; INTRO**
- 1G. Problems?? Let's Talk Solutions (repeated 6F)**
Ellen Hill, F/AOGPE, The Schenck School, Atlanta, GA
 This session will focus on areas that often appear as puzzle pieces that interfere with the dyslexic learner in the typical learning environment. An overview of different issues, including executive function, ADHD, anxiety, language issues, and self-esteem will briefly be discussed from both a teacher and parent perspective. The second half of the session will be an interactive time when attendees can inquire about issues they have encountered. **P/F, PSY, SA, RS, TU, CT; CAL; INTRO**
- 1H. Navigating the Academy's Application Standards**
Norma Jean McHugh, F/AOGPE, Smyrna, GA
 During this interactive presentation the participants will walk through the steps of the application process from: selecting a practicum student, to record keeping, student profile, lessons plans, annotated lesson and how it differs from the daily lesson plan, and finally filing the application. **F/FIT**
- 12:00 PM - 1:00 PM Buffet Lunch**
Fellow Lunch Meeting
- 1:15 PM - 2:45 AM Breakout Session 2**
- 2A. Decoding a Psychological Report**
Leslie Stuart, Ph.D., Private Practice, Atlanta, GA
 This workshop will focus on interpreting psychological test results. Attendees will gain expertise in a variety of learning differences that can be revealed by the test results. A broader understanding of these learning differences will also help educators identify potential issues in the classroom. Newly revised tests will be discussed, including the WISC-V and the Woodcock Johnson Tests of Achievement IV. Seminar format is designed to be interactive as questions and discussions are encouraged.
RS, TU, CT, F/FIT; CAL; INTRO, INTER, ADV
- 2B. Multisensory Keyboarding Using Diana H. King's Keyboarding Skills and Google Docs**
(repeated 5B)
J. Concha Wyatt, F/AOGPE and Karen Edwards, The Key School and Learning Center at Carolina Day School, Asheville, NC
 Using Diana H. King's Keyboarding Skills, the presenters have developed an Orton-Gillingham based approach to teaching keyboarding that utilizes the Google Docs platform. Learn how to apply the OG lesson plan format to keyboarding instruction. With this approach, students learn accurate, rapid keyboarding, a critical skill for academic and career success.
P/F, SA, RS, CT, TU, F/FIT; PR, INT, MS, HS; INTRO, INTER, ADV
- 2C. Multisensory Techniques and Mnemonics to Keep Your Lessons Effective and Fun**
(repeat 5D)
Karen Leopold, Accredited Training Fellow/AOGPE, Boulder, CO
 What is multisensory instruction? How did it develop and why is it a critical component of the Orton-Gillingham Approach? Active, multisensory techniques for improving recall of decoding and encoding skills will be demonstrated. To keep lessons effective and engaging, the presenter will share innovative ideas, from using paper and pencil, to easily made games, and even iPad applications. **RS, TU, CT; CAL; INTRO, INTER, ADV**

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2D. Knowing What You Read; Teaching Comprehension

Josephine Calamari, FIT/AOGPE, The Schenck School, Atlanta, GA

Teaching comprehension involves more than just understanding meaning. In this session, the presenter will cover ways to extend your lessons to include vocabulary, grammar, syntax and other specific skills, which are required to accurately comprehend the written word. **RS, CT, TU; CAL; INTRO, INTER**

2E. OG and Braille: Unlikely Approaches Unite

Jill Dejak, FIT/AOGPE, Longleaf Academy, Southern Pines, NC

Kim Hudson, Equal Eyes Vision Services, Southern Pines, NC

Participants will develop an understanding of alphabetic Braille and how to effectively pair Braille instruction with the Orton-Gillingham Approach. In addition, practitioners will learn how to navigate instructional challenges utilizing direct coloration with a certified teacher for the visually impaired.

P/F, SA, TU, F/FIT; PRI, INT; INTER

2F. Exploring Assistive Technology Solutions for Learning Disabilities (repeated 6G)

Carolyn P. Phillips, Program Director and Principal Investigator, Tools for Life, Atlanta, GA

Welcome to the Assistive Technology Revolution! The world around us is evolving at an astounding rate.

Assistive Technology developments have been foundational in this evolution and a catalyst for producing positive life-changing results for individuals with disabilities. This session will take a closer look at Tools for Life, the Georgia Assistive Technology Act Program and AMAC Accessibility Solutions at Georgia Tech and how each of these programs can provide technology and services to ease frustration, anxiety, stress and tension or staying off the "FAST" track. During this session attendees will learn how assistive technology can support those living with learning disabilities. Join us to learn how a range of low to high assistive technologies are helping individuals breakthrough learning barriers to remain productive and increase independence.

P/F, SA, RS, TU, CT; CAL; INTRO

2G. Education Law: Win the Case, Lose the Child (repeated 4F)

Alexis L. Greenberg, Attorney at Law, The Law Offices of Alexis L. Greenberg, New York, NY

Intended for tutors, teachers, and others working with families. This presentation offers a clear and concise explanation of the laws affecting a child's right to reading services. Learn key legal words and phrases to help you advocate for OG. This session includes guidance on how to help families find - and afford - legal representation.

PSY, SA, RS, CT, TU; CAL; INTRO

2H. AOGPE Online Application - Q&A session

Alicia Sartori, Executive Director, Academy of Orton-Gillingham Practitioners and Educators

This presentation will review the online application process through FluidReview. It is suggested that prior to the session, you create an account in FluidReview and become familiar with the site. **F/FIT**

2:45 PM - 3:00 PM

B r e a k

3:00 PM - 4:30 PM

B r e a k o u t S e s s i o n 3

3A. The Role of Syntax in Teaching Reading Comprehension: Bridging the Gap

Cynthia Davis, FIT/AOGPE, Riverside School, Richmond, VA

If the simple view of reading comprehension (Gough & Tunmer, 1986) states that Decoding x Linguistic Comprehension = Reading Comprehension, then we cannot ignore the role of syntax in teaching reading comprehension. Syntax is an often overlooked component of language that deserves attention. It is the vehicle that can bridge the gap that exists for many students between word reading and reading comprehension. We will examine why syntax is important to comprehension, and explore instructional techniques that can teach children syntax in a way that will directly affect their comprehension of text. **RS, TU, CT; CAL; INTRO, INTER**

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- 3B. The 1, 2, & 3's of Teaching Dyslexic Learners Math**
Jennings Miller, FIT/AOGPE, Private Practice and Josephine Calamari, FIT/AOGPE, The Schenck School, Atlanta, GA
 This session will discuss how and why children with dyslexia often struggle with mathematical concepts. This hands-on session will focus on the fundamental teaching sequence laid forth by Orton-Gillingham Multisensory Math that helps these learners reach the goals set forth in the classroom. **P/F, TU; CAL; INTRO**
- 3C. A Handy Tool: The OG Skills Guide**
Susan Santora, F/AOGPE, Learning House, Guilford, CT
 The Orton-Gillingham Skills Guide helps trainees as well as Certified OG practitioners to develop lesson plans that follow the OG principle of progressing with students from easy to more difficult. Attendees will be actively engaged to learn how to use the Skills Guide. **RS, TU, CT, F/FIT; CAL; INTRO, INTER, ADV**
- 3D. Innovative Sequencing of Language Structure for Older Students**
Fay Van Vliet, F/AOGPE, The Reading Center, Rochester, MN
 Sequencing the structure of the English language can be a challenge when working with older students. It requires an understanding of students and their knowledge base, the content being taught, and the structure of language. A creative and effective sequence, designed by pioneers in the field, will be offered and accompanied by practical materials. **RS, CT, TU, F/FIT; INT, MS, HS, PHS; INTER, ADV**
- 3E. The "Sound" Approach**
Rosalie Davis, F/AOGPE, The Schenck School, Atlanta, GA
 One of the main characteristics of dyslexia is poor visual recall of words. This session will demonstrate a way the auditory drill can reinforce and strengthen the primary visual approach used in teaching three of the four short vowel rules and one suffix doubling rule. **RS, CT, TU, F/FIT; PR, INTER, MS; INTRO, Subscriber Course**
- 3F. Testing to Teaching: Linking Assessment to Instruction**
Pledger Fedora, Ph.D., F/AOGPE, Professor/Director of the Rose Institute for Learning and Literacy, Manhattanville College, Purchase, NY
 This session will focus on interpretation of WISC-IV scores to inform and guide instruction. Links between low scores and reading skills will be provided along with educational implications and factors that may influence performance. Participants will learn how to interpret test scores with a critical eye towards creating meaningful lessons. **P/F, RS, CT, TU, F/FIT; CAL; INTRO, INTER**
- 3G. Behavior Strategies for the Reluctant Learner**
Danubia Pawaska, BCaBA, Achieve Fluency, LLC, Stamford, CT
 The Orton-Gillingham Approach and Applied Behavior Analysis share many fundamental principles. Attendees will learn about those shared principles and how to effectively apply practical behavioral strategies during reading instruction to help motivate students with histories of academic failure to help them become happy, successful learners. **P/F, PSY, SA, RS, TU, CT; PR, INT; INTER**
- 3H. Classroom Educator Round Table Discussion**
Panelists: Susie van der Vorst, F/AOGPE, Dawn Nieman, F/AOGPE, Peggy Price, FIT/AOGPE, Marcia Ramsey, FIT/AOGPE
 Our panel will discuss topics relevant to the OG Classroom Educator (CE) coursework and practicum. Examples of topics include: 1) how to implement OG principles into a research-based curriculum, 2) whether or not to gear CE trainings for specific grades, 3) how to instill the flexibility of the OG Approach in different classroom settings, and 4) effectively incorporating CE trainings into Associate level work. **F/FIT**

4:45 PM - 5:15 PM

Annual Membership Meeting

5:15 PM - 6:30 PM

A O G P E Reception ~ Please joins us for a social gathering

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SATURDAY PROGRAM AGENDA

Saturday, April 2, 2016

Atlanta Marriott Buckhead, Atlanta

7:30 AM - 8:30 AM Registration (coffee, tea, and light breakfast)
8:30 AM - 8:45 AM Welcome: Sheila Costello, F/AOGPE, President, Board of Trustees
8:45 AM - 10:00 AM Keynote Address: Maryanne Wolf, Ph.D.

10:00 AM - 10:15 AM **B r e a k**

Abbreviations for Sessions

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RS: Reading Specialists
TU: Tutors
CT: Classroom Teachers
F/FIT: Fellows & Fellows-in-Training

Age Level

CAL: Cross Age Levels
EC: Early Childhood
PR: Primary
INT: Intermediate
MS: Middle School
HS: High School
PHS: Post High School

Presentation Level

INTRO: Introductory
INTER: Intermediate
ADV: Advanced

10:15 AM - 11:45 AM **B r e a k o u t S e s s i o n 4**

4A. Improving Motor Memory From the Start

Susie van der Vorst, F/AOGPE, Camp Spring Creek, Spruce Pine, NC

It's eye-opening to realize how the evolution of both technology and child rearing trends have altered our children's development over the past 20 years. This timely session will help participants rediscover underused activities and put them to use, helping children build motor memory and fine motor skills that not only allow for greater fluidity of thought, but enhanced writing skills. **P/F, PSY, SA, RS, CT, TU; CAL, EC, PR; INTRO, INTER**

4B. Making Sense of Test Scores and Assessment Jargon (repeated 1E)

Suzanna Greer, F/AOGPE, and Christine Smith, C/AOGPE, Camperdown Academy, Greenville, SC

Untangle the numbers and the testing jargon you commonly find with standardized tests so that you can accurately interpret a child's academic growth. Is the student making gains and is he keeping up with his peers? Learn how to identify a child's relative strengths and weaknesses. **P/F, SA, RS, CT, TU; CAL; INTRO**

4C. Enhancing Orton-Gillingham Instruction with an iPad (repeated 1F)

Christi Kubeck, A/AOGPE and January Reed, A/APGPE, The Fletcher School, Charlotte, NC

This presentation will empower educators with innovative lessons to remediate struggling readers, improve spelling, and increase attention using the iPad. During the presentation, a variety of apps will be presented that educators can use to enhance the Orton-Gillingham lesson. The activities will keep students on-task and engaged while sharpening essential reading and spelling skills. **SA, RS, CT, TU; CAL; INTRO**

4D. Morphology for Intermediate & Advanced Skill Level Learners

Cynthia E.C. Tsianco, Learning House, Guilford, CT

Participants will learn how morphological study is an effective tool to reinforce decoding and encoding skills, promote vocabulary development, engage the metacognitive, and, most significantly, motivate students at intermediate and advanced skill levels. A sample lesson demonstration with attendee participation is part of this session. **RS, CT; CAL; INTRO, INTER**

4E. Getting Ready to Read the Orton-Gillingham Way

Beth Moore, F/AOGPE, Joppa, MD

A successful reading readiness program transitions a young child from his life experience world to the abstract realm of sounds and symbols. By strengthening the visual, auditory, and motor channels through play-like activities leading directly to reading and writing skills, our children who learn differently can achieve success with formal reading instruction. **P/F, RS, CT, TU, F/FIT; EC, PR; INTRO**

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- 4F. Education Law: Win the Case, Lose the Child** (*repeated 2G*)
Alexis L. Greenberg, The Law Offices of Alexis L. Greenberg, New York, NY
 Intended for tutors, teachers, and others working with families. Presentation offers a clear and concise explanation of the laws affecting a child's right to reading services. Learn key legal words and phrases to help you advocate for OG. Includes guidance on how to help families find - and afford - legal representation.
PSY, SA, RS, CT, TU; CAL; INTRO
- 4G. Handwriting: Research to Practice – Should We Teach Print? Cursive? Keyboarding?**
Diana Hanbury King, Founding Fellow/AOGPE, Lakeville, CT
Karen Leopold, Accredited Training Fellow/AOGPE, Boulder, CO
 Should handwriting be an essential branch of education in the 21st Century? Is handwriting as important in what now seems like a digital world? Research shows that handwriting is a foundational skill that helps achieve the primary goal of preparing students for college and career. How much emphasis do you put on handwriting in your lessons? Let's visit what the research to practice shows us. You will leave understanding why handwriting belongs in today's classroom and how it should be taught. **P/F, SA, PSY, RS, TU, CT, F/FIT; CAL; INTRO, INTER, ADV**
- 4H. Teacher Training Model at The Rose Institute for Learning and Literacy**
Pledger Fedora, F/AOGPE, Professor/Director of the Rose Institute for Learning and Literacy, Manhattanville College, Purchase, NY
 This session will focus on the teacher training model implemented at the Rose Institute for Learning and Literacy at Manhattanville College. **F/FIT**

12:00 PM - 1:00 PM **Buffet Lunch**
Council of Accredited Programs Luncheon

1:15 PM - 2:45 AM **Breakout Session 5**

- 5A. Vowel Teams: The Essentials**
Jennings Miller, FIT/AOGPE, Private Practice, Atlanta, GA
 This session will focus on the essentials necessary to effectively teach vowel teams. The presenter will explain when, why, and how to introduce this concept to your classroom and tutoring students. The session will include examples and demonstrations to help you effectively instruct your students on the reading and spelling of vowel teams. **RS, CT, TU; CAL, EC, PR; INTRO, INTER**
- 5B. Multisensory Keyboarding Using Diana H. King's Keyboarding Skills and Google Docs**
(repeated 2B)
J. Concha Wyatt, F/AOGPE and Karen Edwards, Key School and Learning Center at Carolina Day School, Asheville, NC
 Using Diana H. King's Keyboarding Skills, the presenters have developed an Orton-Gillingham based approach to teaching keyboarding that utilizes the Google Docs platform. Learn how to apply the OG lesson plan format to keyboarding instruction. With this approach, students learn accurate, rapid keyboarding, a critical skill for academic and career success. **P/F, SA, RS, CT, TU, F/FIT, ORI, INT, MS, HS, INTRO, INTER, ADV**
- 5C. It's All in the Brain**
Tina White, Greengate School, Huntsville, AL
 Dyslexia can feel overwhelming. The homework horrors, social surprises and learning difficulties may cause students' self-esteem to plummet, along with their grades. An overview of the Learning Toolkit class will show how these issues are explained and how strategies are generated to complete the student's toolkit for success.
P/F, RS, CT, TU; CAL; INTRO, INTER

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5D. Multisensory Techniques and Mnemonics to Keep Your Lessons Effective and Fun (repeat 2C)

Karen Leopold, Accredited Training Fellow/AOGPE, Boulder, CO

What is multisensory instruction? How did it develop and why is it a critical component of the Orton-Gillingham Approach? Active, multisensory techniques for improving recall of decoding and encoding skills will be demonstrated. To keep lessons effective and engaging, the presenter will share innovative ideas, from using paper and pencil, to easily made games, and even iPad applications.

RS, TU, CT; CAL; INTRO, INTER, ADV

5E. Progress Monitoring: What is it Good For?

Sandra Donah and Alicia Ziegler, Western Massachusetts Learning Center for Children, Holyoke, MA

Many states have passed new Dyslexia Legislation, which mandates researched-based structured literacy instruction. Special education teachers and tutors are required to provide evidence of growth to ensure that students are making progress. This session will focus on demonstrating easy ways to monitor growth in all components of reading while instructing students in OG concepts.

SA, RS, CT, TU, F/FIT; CAL; INTER

5F. Dream Revival: Teaching and Reteaching the Adult Dyslexic

Foster Soules, F/AOGPE, The Schenck School, Atlanta, GA

Starting an adult reading class is a leap of faith with huge rewards. Learn how our program got started and how, by using the Orton-Gillingham Approach, we are able to rebuild these adults' sound-symbol knowledge, introduce them to the joy of reading, and make them more self-reliant spellers. **RS, TU, F/FIT; PHS, INTRO, INTER, ADV**

5G. Writing and the Brain... or is it Brian?

Jeanine Englert, CE/AOGPE, Holy Innocents' Episcopal School, Atlanta, GA

This workshop will discuss how your writing journey impacts the way you teach or view writing. We will create an interactive writing journey "wall," and learn how various brain functions impact or enhance writing function. Attendees will leave with ten take-away strategies for teaching writing to middle school students with language-based learning disabilities. **CT, TU; MS; INTRO**

5H. Adapting Orton-Gillingham for Public School Small Groups

Cathy Wyrick, F/AOGPE, Lynn Lamping, FIT/AOGPE, Kathy Robinson, FIT/AOGPE, and Leslie Dale, C/AOGPE, The Blosser Center for Dyslexia Resources, Portland, OR

This presentation will share with our successes and challenges working directly with small groups in public schools and training public school teachers to use OG in small groups. Panelists will share their experiences and materials developed for three public school programs. **PSY, SA, RS, CT, TU, F/FIT; CAL; INTER**

2:45 PM - 3:00 PM

B r e a k

3:00 PM - 4:30 PM

B r e a k o u t S e s s i o n 6

6A. The Brain: Dyslexia and Orton-Gillingham (repeated 1D)

Heidi Bishop, F/AOGPE, Director, Teacher Training Program, Camperdown Academy, Greenville, SC

Dyslexia has a neurological basis, so those who work with dyslexia students need to be familiar with the structure and function of the various regions of the brain, which provides the rationale for multisensory instruction. This session provides a hands-on, multisensory overview of these brain structures and functions.

P/F, PSY, SA, RS, TU, CT; CAL; INTRO, Subscriber Course

6B. Winning Word Lists

Kerri McDonald-Schaub, F/AOGPE, Manchester-Essex Middle School, Manchester-by-the Sea, MA

Gail Arnold, C/AOGPE, Shady Hill School, Cambridge, MA

The Word List is a fundamental part of an Orton-Gillingham lesson where the skilled practitioner not only designs lists for decoding, but also for building word knowledge. This interactive workshop will demonstrate a myriad of ways to develop winning word lists for your students.

RS, TU, CT, F/FIT; CAL; INTER, ADV

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6C. Got Metacognition in Your Lesson?

Emily Craig, C/AOGPE, Lisa Buschek, A/AOGPE, Triad Academy at Summit School, Winston-Salem, NC
Metacognition is, according to Lev Vygotsky, listening to the “inner voice” which helps to make us aware that we are thinking and helps us to make sense of what we are learning. The ability to think about learning is a process that must be taught to students, and the purpose of this session will be to define the term metacognition, show how thinking about learning interfaces with Orton-Gillingham principles, and to provide concrete examples of activities that can be utilized in a typical Orton-Gillingham tutorial session. **RS, CT, TU; CAL; INTER**

6D. Motivating the Reluctant Writer: Case Studies from Kildonan

Kathleen Stewart, FIT/AOGPE and Laurie Cousseau, F/AOGPE, CALT, The Kildonan School, Amenia, NY
In this session we move beyond decoding. Attendees will learn strategies to build a literacy program for the dyslexic student, and learn to transfer the principles of direct and explicit instruction into the realm of writing. By minimizing terminology, your students will be empowered to expand sentences and compose cohesive paragraphs and essays. Exemplars and models will be shared. **RS, CT, TU, F/FIT; CAL; INTER**

6E. Morphology 101

Peggy Price, FIT/AOGPE, Cynthia K. Hoehl Institute for Excellence, Stern Center for Language and Learning, Williston, VT

What is morphology and why is teaching it necessary to be an effective OG practitioner? Attendees will leave with a greater understanding of free and bound morphemes, Anglo-Saxon, Latin, and Greek derivations, and how OG explicitly teaches morphological awareness. Come ready to dissect and play with words.

RS, CT, TU; CAL; INTRO, INTER, Subscriber Course

6F. Problems?? Let’s Talk Solutions (repeated 1G)

Ellen Hill, F/AOGPE, The Schenck School, Atlanta, GA

This session will focus on areas that often appear as puzzle pieces that interfere with the dyslexic learner in the typical learning environment. An overview of different issues, including executive function, ADHD, anxiety, language issues, and self-esteem will briefly be discussed from both a teacher and parent perspective. The second half of the session will be an interactive time when attendees can inquire about issues they have encountered. **P/F, PSY, SA, RS, TU, CT; CAL; INTRO**

6G. Exploring Assistive Technology Solutions for Learning Disabilities (repeated 2F)

Carolyn P. Phillips, Program Director and Principal Investigator, Tools for Life, Atlanta, GA

Welcome to the Assistive Technology Revolution! The world around us is evolving at an astounding rate. Assistive Technology developments have been foundational in this evolution and a catalyst for producing positive life-changing results for individuals with disabilities. This session will take a closer look at Tools for Life, the Georgia Assistive Technology Act Program and AMAC Accessibility Solutions at Georgia Tech and how each of these programs can provide technology and services to ease frustration, anxiety, stress and tension or staying off the “FAST” track. During this session attendees will learn information on how assistive technology can support those living with learning disabilities. Join us to learn how a range of low to high assistive technologies are helping individuals breakthrough learning barriers to remain productive and increase independence.

P/F, SA, RS, TU, CT; CAL; INTRO

6H. Fellow-in-Training (FIT)

Rosalie Davis, F/AOGPE, Associate Head of School, The Schenck School, Atlanta, GA

This workshop will discuss FIT training, policies and procedures, and the responsibilities of the Supervising Fellow. **F/FIT**

4:30 PM

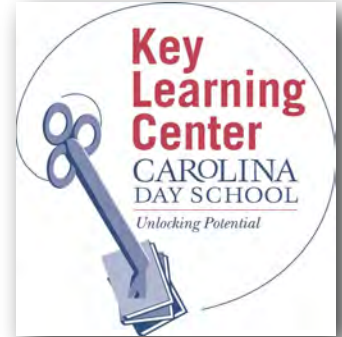
Conference Adjourns

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