



The Academy in Bangkok, July 2015

by Sheila Costello, F/AOGPE



Through the sponsorship of Dyslexia Thailand, Academy President Sheila Costello and Executive Director Alicia Sartori were invited by the Thai Ministry of Education to participate in the 1st International Conference on Special Education (ICSE) in Bangkok, Thailand in July 2015.

The four-day conference was attended by over 1,000 teachers, school administrators, and representatives of the Ministries of Education from Thailand, Cambodia, Malaysia, Singapore, Laos, Philippines, Myanmar, Vietnam, and Indonesia.

It was very exciting to see the Academy logo on the conference banner and to have our name listed with UNICEF and the other partners of the South East Asia Ministers of Education Organization.

Sheila Costello presented a two-and-a-half hour workshop on Orton-Gillingham in the 21st Century, explaining the historical and theoretical background of the OG Approach and how it is delivered in practice. We were not sure how well attended this would be as

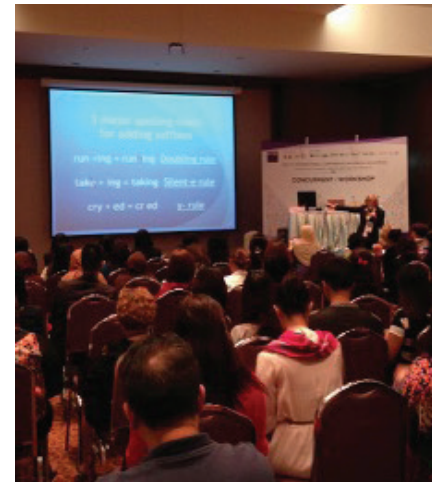


Dominique Perry, Dyslexia Thailand, Sheila Costello, President/AOGPE, Alicia Sartori, Executive Director/AOGPE, Toni Padden, Director of OG, Berkeley International School, and Alison Owen, Director/ATOC

OG was a new concept to our audience! In fact, over 100 people attended our workshop, well over the expected number. Many questions were generated, and there was a great deal of interest in the Approach.

The founder of Dyslexia Thailand is Dominique Perry, who enrolled her daughter in Camp Dunnabeck at The Kildonan School for two summers. Her personal experience with Orton-Gillingham led to the beginning of a dyslexia program at the Berkley International School in Bangkok. We were fortunate to visit the beautiful campus of this new school and meet with the faculty.

Dominique's next venture is to start a summer camp similar to those she experienced with her children in the United States. The project is well underway on 84 acres of land in the stunning province of Kanchanaburi, Thailand. We visited the site and saw the beginnings of the beautiful bamboo buildings that will house the students and provide areas for camp activities. This is a spectacular area of natural beauty, dominated not only by the beautiful River Kwai valley, but also abundant in breath-taking waterfalls, caves, lakes, and mountainous scenery just 160 km from Bangkok. The camp will provide Orton-Gillingham tutoring for dyslexic students in addition to many sports and arts activities similar to the traditional camp experience.



Sheila Costello giving her presentation

We would like to thank the Thailand Ministry of Education for their gracious hospitality and for giving us the opportunity to introduce the Orton-Gillingham Approach to the conference participants. Lastly, we offer special thanks to Dominique and Dyslexia Thailand for their sponsorship and for their hospitality during our visit.

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**Academy of
Orton-Gillingham
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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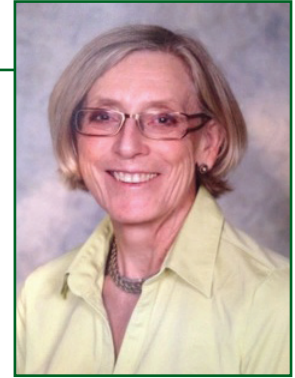
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President's Message



In my last report, I mentioned some important technology initiatives that were planned for 2015 and 2016. I am pleased to announce that we met our projected timeline to host the Academy's online Subscriber course from our website, and also to launch the online membership application for the January 2016 intake. In October, we also hosted our second Fellow webinar titled "Utilizing Technology to Train/Observe at a Distance." The webinar format has been well received by Fellows as a convenient and cost effective way of keeping abreast of training issues. A "Fellows Strand" will be offered at the Atlanta conference to provide opportunities for discussion and networking.

The 10-hour online Subscriber course was transferred to our server in the summer with some minor updates. It is offered at a modest fee and provides a convenient self-paced way to learn about the Orton-Gillingham Approach. The online course does not prepare individuals to teach Orton-Gillingham but gives an in-depth background to the principles of Orton-Gillingham and the language fundamentals on which it is based. I strongly encourage you to promote it to the parents of children you work with, their teachers and school administrators, and anyone considering Orton-Gillingham training. On completion of the course, Subscriber membership is available to those who want to support the Academy, to receive our newsletter, discounts at conferences, and have access to the membership directory.

The online application process became live in December and membership applications to the Academy are now entirely electronic, reducing costs for the applicant and saving many hundreds of trees! The process will be more efficient for the Certifying Committee, Fellow trainers, and applicants, as well as providing a better record keeping system for the Amenia office. All applications will now be processed in this way including Classroom Educator, Associate, Certified, Fellow, and applications through our accredited programs. The first group of online applications was submitted for the January 2016 intake. As with any new process there were some questions, but most applicants were pleased with the ease of uploading the necessary documentation and sending a completed application without having to collate and mail eleven copies. Transferring all of this information into the online application was complex! Alicia Sartori, our Executive Director, spent many months working with our software developer to ensure the new application would be easy to use and allow all the necessary information to be uploaded. She now has a whole new skill set, and we thank her for her dedication to this project.

Following the recommendation of our Board of Trustees, the Academy went through a review process with International Dyslexia Association (IDA) during the summer, and I am pleased to announce that Academy training is now recognized by IDA as meeting their Knowledge and Practice Standards for Teachers of Reading. As many of you know, IDA is moving forward with a certification program. In February, they will offer an exam testing foundational knowledge and begin to offer Certification for Classroom teachers (Tier 1). At this time the details for training and practicum requirements for the Tier 3, Dyslexia Specialist are not fully determined. The Academy continues to be involved in dialogue with IDA, joining IMSLEC, ALTA, and Wilson Language in discussion of practicum standards.

From its inception, the Academy set standards for teachers of dyslexic students, and recognized that a practicum was a critical component of training. All levels of Academy membership require many hours of supervised practicum over several months, and the Academy stands firmly behind a practicum requirement for any dyslexia certification. Although we recognize the need for more trained individuals, we also recognize that Academy standards were established to train teachers and offer credentials to those who could work effectively to remediate dyslexia. Unfortunately, there is no fast track to achieve this level of expertise.

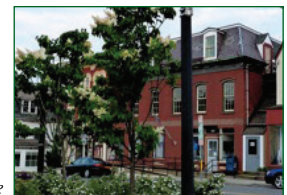
I hope to meet you all in person at our spring conference in Atlanta, April 1st and 2nd. We have an exciting program planned with two exceptional keynote speakers, Laurie Cutting, Ph.D. and Maryanne Wolf, Ph.D. Our conference offers a wonderful opportunity, not only to learn, but also to network and reconnect with friends and OG colleagues.

Please plan on joining us.

Sincerely,

Sheila Costello, F/AOGPE
President, Board of Trustees

The Academy Office



My Orton-Gillingham Success Story

by Barbara Waterstradt, C/AOGPE

When first approached to write an article about an OG success story, I thought about all the students that I have taught over the last ten years at Trident Academy, an accredited Academy of Orton-Gillingham Practitioners and Educators instructional program dedicated to serving children with language-based learning differences in Mount Pleasant, South Carolina. I teach a multi-grade class consisting of kindergarten through second grade students. I am a Certified member of the Academy and practice the OG principles daily throughout all subject areas. There have been so many special children that I have had the pleasure to teach, but one child in particular kept coming to the forefront of my mind. With that, I would like to share my story about Jayden.

Jayden had been in and out of foster care, and as a result had severe separation anxiety. At age three, he moved in with a family who adopted him two years later. In the words of his mother, Julie, "He was my son the day he came to live with me." When he began school, he had a thick southern accent along with articulation problems. Jayden's family moved from the upstate region of South Carolina to attend Trident Academy to address his learning needs. Their friends and family thought they were overreacting to go to such extremes for their child. When he started at Trident Academy, many teachers could not understand Jayden and relied on me to interpret for him. With the help of speech therapy, Jayden began to speak more clearly. He also loved to use the word "ain't." That was one of many battles that went on throughout my first year as Jayden's teacher.

All of the previously mentioned issues that Jayden had to deal with would certainly be enough to cause learning problems for most children. Now on top of that, he has dyslexia. Thank goodness Jayden has a family that recognized the need for Orton-Gillingham instruction. Unfortunately, Jayden did not value that instruction. He built very tall and thick walls around himself to protect him from outsiders. No matter how I tried, he did not think my way of teaching (OG) would work. However, I knew that Jayden was highly intelligent and very competitive. I used that to start breaking down those walls. He was a nonreader and had to be placed in a reading group all alone. He listened and watched as the other groups read and progressed while he made little progress. I could tell that this bothered him and finally I asked him to just give my way a try. He wanted to be able to read words by guessing instead

of applying the sound-symbol relationships he knew. Once he started making the connection between the sound and the symbol, he started to trust that maybe I did know something about this reading thing.

Jayden then began blending sounds to read words, words to read stories, and stories to read books. It was a beautiful experience to witness. He once told me that at his old school, he was the only one that could not read. His mother took him back to his old school where Jayden read a book to his former class. She told me that his former teacher cried. It brings tears to my eyes just thinking about it all these years later. By the end of that first year, Jayden had made great progress in reading.

When Jayden came back to school as a second grader in my class, he was a different child. He trusted me completely. I had finally broken down those walls and was able to do some real work with this bright young boy. He had always had strong math skills, but his reading was still well below grade level. With help from speech therapy, his tutor (daily OG tutorial), and classroom instruction, Jayden began to soar. I truly believe that using OG principles to teach all subject areas contributed to Jayden's fantastic second grade year. He was now in the highest reading group in the class, above grade level in math, and excelled in science. Besides the incredible academic growth, Jayden's personality went through a great transformation. With the increase in self-confidence, he became a leader in the classroom as well as a loyal supporter of me. He showed respect and demanded that the other students follow suit.



By the end of Jayden's second grade year, I felt strongly that he would be ready for transition back to a public school after one more year. Oh, by the way, he was no longer saying, "ain't." He completed third grade at Trident Academy and was indeed ready to leave. After a brief stay at a local public school, the family decided they were ready to move back home to the upstate. Like many of my families, I have kept in touch over the years. Since leaving Trident Academy, Jayden has achieved great academic success, culminating in induction into the Junior Beta Club. Beta Club is a national honor club, which recognizes high academic achievement, character, service, and leadership. He is now in sixth grade,

continued on page 7...

Commonwealth Learning Center: Learning Differently. Teaching Differently. Succeeding.

by Lisa Brooks, F/AOGPE

It's 4:00 on a Wednesday afternoon, and the lobby is filled with students. They check out the pictures of the owls at grantee partner New England Wildlife Center displayed on one wall, asking one another the animal fact questions printed below them. Teachers arrive to walk the students to their cubicles, and lively tutorials begin. Director Alex Loos chats with the waiting parents and confirms upcoming schedules. In the conference room, Academy Fellows Mary Briggs and Lisa Brooks prepare materials for their 5:00 p.m. Associate level training seminar. Soon, twenty trainees will arrive for pizza and three additional hours toward their sixty hours of coursework. It's another busy day at Commonwealth Learning Center!

The Stratford Foundation Inc., a Needham, Massachusetts based 501(c)(3) nonprofit organization, supports the Commonwealth Learning Center (CLC), its Professional Training Institute, and Commonwealth Learning Online Institute. In 1986, Stratford was formed with the goal of creating an educational resource for the community. This goal was realized in 1988 when the foundation opened the Commonwealth Learning Center and began providing 1:1 tutoring and assessment to students who learn differently. Accredited by the Academy of Orton-Gillingham Practitioners and Educators in 2003 for its Orton-Gillingham training program, the Center has grown to three full-time and twenty part-time teachers offering OG, writing, math, and study skills tutorials to over 150 kindergarten through adult students each week in two locations – Needham and Danvers. The majority of these students receive support at their local public schools and attend supplementary tutorials at CLC after school. However, CLC teachers additionally work with homeschooled students and children who attend private and parochial schools. The foundation's scholarship program furnishes a sliding fee scale for tuition, so that family income is not an impeding factor in enrolling. "We pride ourselves on being able to sustain the core mission of the Stratford Foundation by providing educational services to all income levels of the community," said Danvers Center Director Beth Dinelli, A/AOGPE.

After two years in the top five, Commonwealth Learning Center was named Best Tutoring/Educational Support Program in Massachusetts for 2015 by Boston Parents Paper. "We are pleased that the community has recognized our commitment to excellence for students," reports Needham Center Director Alex Loos. In addition to managing the Center and supporting families, Alex offers monthly "Discuss & Discover" parent workshops that are open to the public. Highlights of this academic

year's offerings thus far include a packed house for a dyslexia simulation collaboration with Decoding Dyslexia – Massachusetts, and a workshop on IEPs and advocacy featuring Amanda Morin, author and Understood.org editorial staffer. Up on the North Shore, the Danvers Center has become the key learning support liaison for the area's private schools that do not have the special education staff needed to service their learning disabled population. Director Beth

Dinelli and her staff also work with local Parent Advisory Councils, providing informational presentations on current educational issues that impact students with learning differences.

The foundation realized early on that it wanted to bring multisensory teaching methods into local schools. In 1992, Stratford established the Professional Training Institute (PTI), which offers research-based open enrollment courses and in-district professional development for teachers throughout New England. Led by AOGPE Fellows Lisa Brooks and Mary Briggs, PTI's Associate level Orton-Gillingham training program was first accredited by the Academy in 2003 and practicum experiences were completed with students at the Center. "We first sought accreditation as our organization respects the high standards set forth by the Academy. Additionally, parents in our area are savvy about Orton-Gillingham, and we wanted our teachers to be extremely well prepared to work with struggling learners," reported Lisa. Since 2008, PTI has directed its OG training toward public school teachers who complete their practicum experiences with students in their classrooms.

Initially, PTI worked only with Tier 3 professionals: special educators, reading specialists, and speech pathologists who completed their 1:1 teaching hours with identified students at their schools. More recently, Mary and Lisa have begun working with Tier 2 literacy specialists and ELL teachers toward Classroom Educator requirements. Those teachers complete small group tutorials with at-risk learners. "Our public school teachers are eager to learn and apply this systematic, multisensory, structured approach. We are excited to work with them in their classroom settings," notes Mary Briggs. Further, PTI began a Certified level training program in

2010, and two small cohorts of teachers have completed this rigorous training and practicum in their school settings. PTI's training model supports full-time teachers, offering its coursework in the summer, on weekends, and after school, and granting graduate credit and professional development points for its Orton-Gilling-

continued on page 11...



Commonwealth Office Building



Lisa Brooks (L) and Mary Briggs (R)

Academy of Orton-Gillingham Accomplishments and Goals

Accomplishments in 2015:

Added 252 new members

Responded to over 6,000 email inquires

Published two Academy Newsletters

Developed and implemented the online application process

Moved the Subscriber course to the Academy's server for Academy administration

Exhibited at the IDA conference in Grapevine, TX

Hosted an Academy reception at the IDA conference in Grapevine, TX

Held the second Fellow webinar (available on the Fellow and Certified members section of the website)

Hosted our Annual Spring Conference at the Crowne Plaza in White Plains, NY, Celebrating 20 years of incorporation

Granted the Ruth Harris Travel Award and Ronald Yoshimoto Scholarship for Public School Teachers to deserving recipients

Obtained accreditation of the Academy's training programs from IDA as meeting the Knowledge and Practice Standards for teachers of reading

Redesigned Academy Pins

Goals for 2016:

Distributing and collecting the board ballot online

Hosting the Annual Spring Conference in Atlanta, GA

Hosting the Fall, 2016 Fellow webinar

Planning for the 17th annual AOGPE conference in 2017

Exhibiting at the 2016 IDA conference in Orlando, FL

Increasing Academy membership by promoting opportunities through Academy Accredited training programs and Fellow training programs

Revising the required reading lists, beginning with Associate level

Updating the Academy Curriculum

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

New Academy of Orton-Gillingham Pins



1. Green/Gold: Fellow Level
2. Red/Gold: Certified Level
3. Antiqued Gold: Associate Level
4. Antiqued Silver: Classroom Educator Level

Book Review of *A Guide to Helping Your Child at Home*, Written by Diana Hanbury King

by Dawn Nieman, F/AOGPE

Diana Hanbury King, Founding Fellow/AOGPE, just released a new book titled, *A Guide to Helping Your Child at Home*. I anticipated its release date as I am aware of how many parents are deciding to home school their children, as well as the great number of parents looking to help their children at home once they were diagnosed with dyslexia.

I asked Diana what motivated her to write this book. She answered, “Well, it was mostly anger that drove me. It was August, but I wished it had been June. I had just completed an informal evaluation of a lovely fifteen-year-old girl, due to enter the ninth grade in her public school. I spent time talking to her, asked her to do some drawing, and then assessed her reading with the Gallistel-Ellis Test of Coding Skills, the original Gray Oral Reading Test paragraphs, and the Wide Range Achievement Test - Revised Level 2. I asked her to write the alphabet, tested her spelling with the Morrison-McCall, and suggested she write about an event that she had talked about.”

She continued with, “Her skills were uniformly at a first to second grade level. The only words she could reliably decode were three-letter words with short vowels and the selection of sight words. Her handwriting was a mixture of upper and lower-case print with most of the letters incorrectly formed. And this was the second time within a few months that I had tested another girl, in a different part of the country, with similar results.”

“Both of them were obviously bright and should have been headed for college by the end of high school. Their parents were not wealthy—perhaps they could afford a summer camp, but not the fees of a full boarding school program. In both cases, the girls were getting good grades at school—one of them was even on the honor role.”

As I read through the chapters in Diana’s book, it became abundantly clear that parents could be doing many things to help their child at home whether their child was dyslexic or not. Diana begins her book by explaining the correlation between sounds and symbols as well as a brief introduction on phonology. She teaches the basics of voiced and unvoiced consonants, as well as a variety of phonemic awareness activities parents can do with their children. Since phonemic awareness is one of the core deficits in dyslexia, the sooner a student begins phonemic awareness instruction, the better.

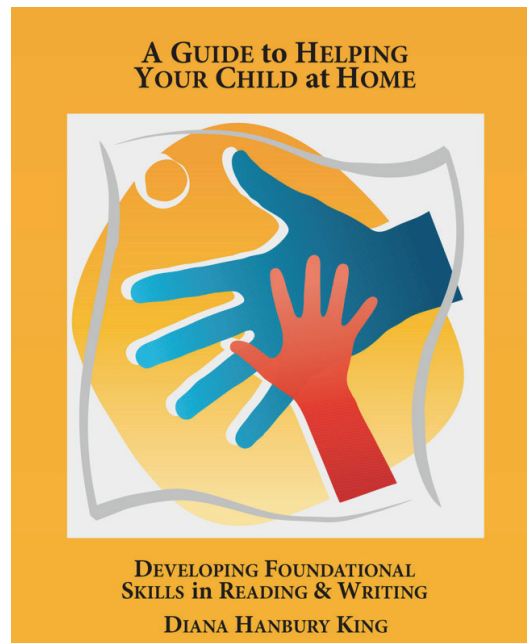
As a Fellow who trains teachers, I personally use many of the explanations about the motor component while teaching teachers the importance of cursive handwriting and the difference

between hand written work instead of writing completed on the keyboard.. Diana explains procedures such as posture, paper position, and grip, as well as the procedure for Trace, Copy, Cover, and Eyes Averted. She explains that college students using cursive can take notes at about a hundred words per minute, while in print, they can only write about thirty words per minute. This should be something all students, parents, and teachers are made aware of and even experiment on their own to discover the results. Diana goes on to explain, “Never forget: handwriting

exercises the brain, keyboarding the fingers.” In this day of texting and typing, it is an important quote to remember.

Diana explained, “Tearful parents explained that the school had assured them that their child’s skills were improving – sixth-grade level in one case – and that they were catching up. Wish this were true – sixth-grade level can enable a bright child to cope.”

“I felt sickened and angry. The hereditary pattern was there to see, and both of these girls should have been identified and taught properly beginning in kindergarten. Dyslexia, after all, has been understood for almost a hundred years, and I had been working with dyslexic children since 1950.”



A Guide to Helping Your Child at Home explains to parents all of the syllable types as well as ways to divide a word into syllables. She explains how to complete oral reading with a child and the necessity of oral reading versus silent reading, which can be somewhat useless depending on the student’s accuracy. The reader also gets an overview of spelling, paragraph writing, and morphology.

“I am acutely aware of the misery inflicted by early failure. Even if, as I have remarked elsewhere, the teacher is gentle, kind, and sympathetic, a bright child will realize, ‘Everybody else gets it, but I don’t.’ Elementary school children have remarked, ‘I am the dumbest kid in the whole school.’ The damage can be life long.”

As I read the book, two things resonated with me. The first was that this book is more than a book for parents to use at home with their children. It is in fact a book that all teachers should read, particularly if they have just been trained in Orton-Gillingham. It is a thorough review of the main concepts taught and the reasons for teaching them. The other thought I had is something Diana stated as one of the reasons for writing *A Guide to Helping Your Child at Home*, “We must and can do better.”

The book is currently available through www.wvced.com.

Reaching Near and Far with Technology

by Amy Lawrence, F/AOGPE

The night of October 15, 2015 proved to be very informative to the almost seventy participants who joined the second Fellow webinar titled “Using Technology to Train/Observe at a Distance.” President Sheila Costello opened the program by giving attendees updates involving the Academy. Then Fellow Dawn Nieman and Fellow-in-Training Peggy Price motivated the cyber audience to become savvier with technology by each giving a wonderful presentation as to how they train and observe long-distance.

Technology allows us to communicate with people on all corners of the globe. Dawn pointed out at the beginning of her talk that technology is not only beneficial to people at a distance but can be very helpful for reducing stress when a trainee has to miss a day of class. She gave a very thorough tutorial on using *Skype* with step-by-step directions on how to create an account and connect with another person online. With *Skype*, you can stay connected up to four hours at a time and allow for screen sharing. With *Skype* one may share a PowerPoint, photos of pencil grip, posture and positioning, and videos of tutoring demonstrations. Dawn also shared that there are several methods in addition to *Skype* to share tutoring sessions. One can upload a video using *Dropbox*, *You Tube*, or *Bitcasa*, as well as email the Fellow a copy of the observed lesson plan. The Fellow simply has to click on a link to begin watching the video. The Fellow may then type within the attached lesson plan while the video plays on the other half of the screen. Once finished, a copy of the notes may be sent directly to the trainee. This allows for timely feedback.

Peggy provided a tutorial on using *Google Hangout* for both

training and observations. One advantage to *Google Hangout* is that the trainee does not need to download any software but may have to install a browser-based plugin. To use *Google Hangout*, one only needs a *Google* account <https://hangouts.google.com/>. Similar to *Skype*, *Google Hangout* has a screen share option. Peggy discussed several advantages and disadvantages to long-distance supervision. Several advantages include: allowing the trainee to watch themselves teach, training opportunities for a Fellow-in-Training to observe a lesson alongside her Supervising Fellow, less mileage with fewer scheduling constraints, and most of all, greater reach to underserved populations. Several disadvantages include: audiovisual mishaps, the Fellow cannot view the teacher’s binder, and it may be harder to understand school culture and connect with school administration when you are not on site. In order to prevent audiovisual glitches, Peggy suggested the teacher conduct a trial run with the video equipment before filming the live lesson and/or a trial run using *Google Hangout*, *Skype*, or another video technology. For the Classroom Educator, who is providing small or whole group instruction, it is a good idea to have someone else film the lesson who can move around the classroom as the lesson progresses. Trainees at Stern Center for Language and Learning are highly encouraged to send their recorded lesson no more than forty-eight hours after filming if the lesson is not observed live through *Google Hangout*. A fast turnaround time is a win/win situation for all.

If you would like to learn more about this webinar, it is available in the members’ section of the Academy website.

My Orton-Gillingham Success Story (continued from page 4)

by Barbara Waterstradt, C/AOGPE

consistently is on the honor roll each quarter, and maintains his membership in the Beta Club.

Jayden’s story is truly a success story in so many ways. Starting with his adoption by parents, who would sacrifice everything to help him, all the way to achieving academic honors and being a part of the Beta club. Jayden’s mom continues to give our wonderful school credit for laying the foundation for Jayden. I love it when I receive an email from her, because I know it is going to be more good news about this smart young man. In a recent email Julie shared, “The impact you have made on his life is one that broke a lifelong cycle. I could easily see how children who go undiagnosed end up in jail or worse due to poor self-esteem. But, you all see the potential in each child and you never give up on them.” Jayden’s story is a true testament that no sacrifice for your child’s education is too great.

His family has been repaid many times over by the hard work of their special son Jayden. This also demonstrates how the right type of teaching can change lives. While all of the OG principles are important, I find the principle of diagnostic and prescriptive instruction to be the most powerful and the one that I keep in my head every time I write my lesson plans. Even though I am a planner, I know that I have to be flexible and stay true to the individual needs of my students. I often think of the saying “Life is not a race, but a journey.” We will all get where we need to be, just by different paths.

Editor’s Note: Are you a parent or teacher with an OG success story? We would love to hear it! Please contact info@ortonacademy.org if you are interested in sharing your story in the newsletter.

Update on the Academy's Partnership with IDA

by Rosalie Davis, F/AOGPE

For several years, the Academy has actively participated with International Dyslexia Association (IDA), first in working with representatives from Academic Language Therapy Association (ALTA), International Multisensory Structured Language Education Council (IMSLEC), and Wilson Language in the development of the Knowledge and Practice Standards for Reading and now by collaborating closely with all of those organizations as IDA moves forward with their Educator Certification program. Academy trainings, as well as trainings through IMSLEC, ALTA, and NILD (National Institute for Learning Development), are now recognized by IDA. It is anticipated that IDA will also recognize several other programs in the future.

IDA is planning to certify teachers at three levels: Tier I Classroom Reading Teacher, Tier II Reading Interventionist or Reading Coach, and Tier III Dyslexia Specialist. IDA has created a Center for Effective Reading Instruction, located at their headquarters in Baltimore, Maryland, to oversee the certification process for Tier I and II. A requirement for all levels of certification is successful completion of IDA's certification exam that was developed in partnership with Applied Measurement Professionals. Online training for the

test will soon be available through the Center. In order to qualify to be a Tier I Classroom Reading Teacher, teachers must complete coursework that is aligned with IDA standards along with the exam. Certification at Tier II requires that a teacher have a minimum of three years of classroom experience and must complete coursework along with an in-service practicum that is aligned with IDA standards along with the exam. Tier III, the top tier of the IDA initiative, has two levels, the Dyslexia Practitioner and the Dyslexia Therapist. Each requires an in-depth practicum supervised by a highly qualified instructor, but the exact details of course and practicum criteria have not yet been determined.

The proposed fees for certification by IDA include the following in addition to annual membership: a \$50 application fee, a \$150 fee for the exam, and an annual certification fee that varies between \$150 and \$300 depending upon the level of certification. IDA will also require fee based CEU's that will be provided at its annual conferences.

The Academy will continue to update our members with more details.



*Academy's reception at the IDA Conference in Grapevine, TX
Fellows: Ann Bain, Diana King, Joyce Bilgrave*



*Academy's reception at the IDA Conference in Grapevine, TX
Fellows: Trudy Stegelman Odle, Sheila Costello, Karen Sondag*



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 Thank you!

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.

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

AOGPE Online Application

by Alicia Sartori, Executive Director, AOGPE

As of January 1, 2016, all application submissions to the Academy are now online. This massive undertaking began in June 2015 when the Academy contracted with FluidReview, a software company specializing in application management systems, which assists organizations in the collecting, managing, and reviewing applications in a simple, flexible, and dynamic manner. Before we could start configuring the site, the FluidReview representative had to learn about the Academy and the entire AOGPE application process. Going from a paper process to an online process can be challenging, and with the many application options available to AOGPE trainees, it was an even more daunting task!

The standard AOGPE application process had not changed in twenty years with applicants mailing boxes containing twelve copies of each application to the office. The office made copies and collated scoring sheets. We then mailed boxes of applications to each Certifying Committee member. The Certifying Committee reviews applications and recommends qualified candidates for approval by the Board. It took many hours and tons of paper to complete one round of intake and distribution of the applications. The accredited training track application process was more streamlined but still entailed a lot of copying, scanning, and follow-up due to incomplete forms or those waiting for Letters of Support.

The configuration of the site took a few months to complete. Every possible application scenario was mapped out and built into the process, along with triggers to mark completed tasks and to send automated emails. Along with the application process, we also built in the review process for the Certifying Committee with scoring sheets and rubrics. Not only did I learn a new software program but also a new language as we worked together to build the site. After the site configuration was complete, we began the testing phase. At this point, we created mock applications for various scenarios, which are now called application “streams.” We went through the online process as an applicant, Fellow, Supervising Fellow, recommender, and committee member.

FluidReview has enabled the Academy to develop a more efficient system for prospective trainees, applicants, Fellows, Ac-

credited Training Fellows, Accredited Training Programs, the Certifying Committee, and the office. For example, prospective trainees and applicants can create an account in FluidReview and download information on Academy certification levels including checklists, application outlines, and the rubric. Applying consists of completing tasks by filling out forms and uploading documents. Applications cannot be submitted

until all the tasks are completed, including payment and Letters of Support. Individuals filling out the Letters of Support receive requests from applicants via email. Fellows and other recommenders are required to create an account and log into FluidReview to fill out the Letters of Support. Once finished, the form is automatically linked to the applicant’s file as a completed task. The Certifying Committee members review the applications and enter their scores online for final tally results. On the office end, we follow applicants

through the process from application submission to the committee’s decision including database management, letters of acceptance or deferral, and mailing certificates once Warrantees are signed and Code of Ethics reviewed.

The Board felt that getting this system up and running at the start of 2016 was a priority. Change can be difficult, but as we all familiarize ourselves with the new system, it will become easier; I am sure we will wonder how we did it the old way. From the point of view of the office, the January application intake went very smoothly with very few problems. One person who filled out a mock application said, “When I first filled out my mock application, I was nervous, expecting a new online system to be difficult to navigate, but it couldn’t have been easier. I was impressed with how user-friendly FluidReview is designed.”

Thank you to all of the applicants, Fellows, committee members, and others who used the online application process for the first time. This is a work in progress, and I am making notes of the suggestions for improvements as we move forward. I encourage everyone to log into the site to access information and become familiar with FluidReview at <https://orton-gillingham.fluidreview.com>

The screenshot shows the AOGPE Online Application website. At the top left is the Academy of Orton-Gillingham Practitioners and Educators logo. The page title is "AOGPE Online Application" with a subtitle "Subscriber, Orton-Gillingham Classroom Educator, Associate, Certified, Fellow". The main heading is "Welcome to the Academy's Online Application Process!". Below this is a paragraph explaining the online process. To the right is a "Sign In" section with an email field (containing "you@example.com"), a password field (with a placeholder "Enter your password here..."), and "Sign In" and "Trouble Signing In?" buttons. Below the sign-in section is a "Need An Account?" section with a "Sign Up" button. The "Application Steps" section lists two steps: 1. Select "Sign Up" to create an account and login. 2. Choose your application level (also called Stream). The application streams to choose from are: Subscriber Application, Classroom Educator Application, and Associate Application Options. The Associate Application Options include: Associate: Standard Application (for January 10th or July 10th deadlines, 12:00 AM EST), Associate: Accredited Training Track (for training completed through an AOGPE Accredited Training Program), Associate: ATF Training (for training completed with an Accredited Training Fellow), and Associate Resubmission (for January 10th or July 10th deadlines, 12:00 AM EST).

Historical Perspectives: The Multiple Intelligences of Anna Gillingham

by Alice Garside, Honorary Fellow/AOGPE

This article is a reprint from the January 1997 newsletter. It was written by Alice Garside, who in addition to being an Honorary Fellow, was former Director of the Reading Disabilities Unit at Massachusetts General Hospital. Information for this article was culled from the writings of Sally Child and letters Anna Gillingham wrote to her trainees at Massachusetts General.

Anna Gillingham was way ahead of her time. Much of her writing during the 1930s shows her foresight in education and psychology. From her early childhood, she was exposed to good language and was read to extensively. She had excellent educational opportunities- Swarthmore, Radcliffe, and Columbia.

She was open to new ideas for solving problems in education. For example, she was principal of the Ethical Culture School's open-air classroom on the roof when fresh air was seen as a contributor to children's health and learning.

She saw value of Binet's (cognitive testing), which had recently been introduced in the United States by Dr. Henry Goddard, as she was puzzled by the poor academic performance in reading by children she felt were bright. She learned to do the testing, became school psychologist at Ethical Culture School and, in an effort to find answers for the pupils who were intelligent but who had difficulty with reading and spelling, she sought Dr. Samuel Orton who had recently come to the Neurological Institute in New York.

She developed with Bessie Stillman remedial techniques for teaching regarding reading and spelling that were based on Orton's theories and her own thorough knowledge of the English language. These techniques she published in the manual, *Remedial Training for Children with Specific Learning Disability in Reading, Spelling, and Penmanship*.

She realized the training of teachers was required, and she began traveling to schools and clinics all over the country. One of the first of these courses was at Massachusetts General Hospital in 1941. "The faculty was drawn from the unlimited resources of the intellectual world of Boston and Cambridge." It was designed, as were many of her later courses, with a few weeks of lectures followed by a lengthy practicum.

She held her trainees to high standards and was not reluctant to give them specific direction. A report to one of her trainees

included: "And remember that if you slur final consonants or omit a part of the structure of the word, you are laying the foundation for future trouble."

She could adapt to changes as is seen by her development of a new manual to adjust to changes made in the new Webster-Elementary and Collegiate Dictionaries in the 1950s. She recognized the need for special arrangements for test-taking and report-writing for pupils with language disabilities.

Most of all, she came to realize that individuals with weakness in the language area often had other strengths. In 1930 she wrote: "Gradually, we are learning to think of intelligence as a word to be pluralized. There are various 'intelligences.' Mechanical skill is not to be disparaged in our machine age, nor is the inventor's imagination nor the manual dexterity necessary to keep the machines at work. Even less in our closely organized group life, should we disparage qualities of social leadership and the salesman's ability to persuade others? Musical and artistic contributions need to be fostered in every possible way, but as we advance in the construction of tests for these qualities and arrange our results again on a frequency distribution, we discover that they bear little relation to each other- the highest on one scale may be the lowest on another. The ranking in some of our E.C.S. [Ethical Culture School] shop classes has been almost the exact reversal of the I.Q's."

"Not everyone cares to be artistic or mechanical, or even academic, and there would be no great harm done if he had not taken to himself the word "intelligence." Everyone does wish to be considered sensible and when sense and academic success are made one, the child who does not think with symbols and the abstractions finds himself branded as if inferior, as unintelligent, instead of being recognized and encouraged as self-respectingly different. Now it is absolutely essential for the development of the child's mind and character that he feel himself adequate. He must be successful in some way. Uncounted children who might have made brilliant contributions have been embittered and dwarfed because they were academic failures and no other possibilities were offered them. What unspeakable comfort it has afforded many a boy in the last three years to know that Lindbergh was no scholar."



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Ronald Yoshimoto
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Commonwealth Learning Center: Learning Differently. Teaching Differently. Succeeding. (continued from page 4)

by Lisa Brooks, F/AOGPE

ham courses and practicum experiences. In July of 2015, PTI was reaccredited as an authorized provider of International Association of Continuing Education and Training (IACET) CEUs.

In response to teacher demand, the Commonwealth Learning Online Institute (CLOI) was formed in 2010 to create an online branch of teacher training. This division of the foundation recently developed a set of online reading courses designed to improve teacher effectiveness, streamline implementation of the Common Core State Standards, and increase the percentage of college and career ready students. CLOI's Director, Kim Michel, works with colleges to offer those multisensory courses to online graduate students. "CLOI aims to provide learning opportunities that meet the needs of all educators," she expressed. "Finding time to devote to professional development can be a struggle. To ensure there are opportunities for dynamic, effective, and job-embedded learning, we at CLOI developed our series of online ELA courses. Course participants rave about being able to immediately implement the learning into their classroom instruction." Additionally, Kim is helping PTI to put its slides, reading materials, and assignments on Moodle to make them readily accessible for its OG trainees.

Commonwealth Learning Center works to enhance the academic skills of those who learn differently, and to increase student, teacher, and parent access to multisensory teaching methods by offering research-based teacher training to professionals on-site and online. For more information, visit www.commlern.com.

The Academy Has Joined...



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The Academy of Orton-Gillingham Practitioners and Educators is the only organization expressly established and authorized to set standards for the practice of the Orton-Gillingham Approach, to certify teachers, and to accredit instructional programs that meet these standards. Incorporated in 1995, the Academy derives its authority from action taken by the Board of Regents of the University of the State of New York and operates under New York State Education Law.

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

Becoming an Associate Level Member

by Jenna Aube, A/AOGPE

As a young child, reading was a challenge for me. I hid in bathrooms and the nurse's office during reading. I slunk down low in my chair and did my best to be invisible as the teacher looked for students to read a passage aloud. Those struggles and overcoming them are some of the reasons I became a teacher. The patience, compassion, and kindness of some of my early teachers showed me that success could be achieved. By fifth grade, I became a reader. Now, I'm an avid reader and enjoy passing that love of literacy onto my students.

After being a third and fourth grade classroom teacher for nine years, I was confident in my abilities to instill a love of reading. We curled up on the rug and read book after book, and for the majority of my students, being in a guided reading group and opportunities to read was enough. However, there were students who struggled no matter how I approached my instruction.

The opportunity arose to become a reading interventionist at my school in rural Plainfield, Vermont. The school has a population of approximately 400 students, pre-kindergarten to twelfth grade. I work with students in kindergarten through sixth grade. Intrigued, but apprehensive, I accepted the position. I felt under-qualified to help struggling readers. Why were they struggling? What could I do? A colleague approached me about taking the Orton-Gillingham Associate level course over the summer through the Cynthia K. Hoehl Institute for Excellence, housed within Stern Center for Language and Learning in Williston, Vermont. Never having heard of Orton-Gillingham, I did a bit of research and liked that the course would give me background knowledge of the English language and would also teach me the spelling rules that I take for granted.

I signed up for just the course. However, after the first day of the course, I called my administrator and begged to be allowed to do the practicum! Listening and participating in class discussions were helpful, but that would not be enough for me. I needed to have a student in front of me, and I wanted to have the guidance of a Fellow observing my lessons to provide me critical feedback. The previous year I had worked with a fourth grade student, and she stood out as being the perfect candidate for my practicum. The student had received reading support every year of her school career but was still reading well below grade level. The frustration that the student was feeling during reading was affecting other academic areas, as well as her relationships with teachers. This student did not have a specific diagnosis, but her

reading ability did not match her intellectual abilities. After I assessed the student, it was obvious that we needed to start from the beginning with basic sound-symbol relationships. Reading nonsense words was a challenge, but the student was up for it! I worked with my student three to four times a week. I started at the beginning of the scope and sequence, and by the end of my practicum, the student was working with prefixes and suffixes and reading at grade level! I received amazing support from my OG course instructors and in particular from my Supervising Fellow, Marcella Fulmer. Emails, phone conversations, and face-to-face guidance consistently happened all year, and I am a better teacher because of it.



Jenna Aube

Over the course of my yearlong practicum, I gained more knowledge of teaching students how to read as compared to all of my undergraduate courses put together! The Orton-Gillingham Approach made sense to me. Of course, we would teach the students the structure of our language, sound-symbol relationships, and the spelling rules. Of course, it should be sequential and systematic, but the biggest “aha” for me was the practice of building upon what the student knows and not just telling them. By teaching

to the intellect, I allowed my students to solve a problem with teacher prompting and appropriate questioning. One of the principles in the Orton-Gillingham Approach is cumulative instruction. Each OG lesson requires review and builds upon what the student already knows. To me, these are the building blocks of OG and all sound instruction.

When I first began teaching OG tutorials, I felt so lost. The rhythm of the lessons was not smooth, and I was unfamiliar with the structure of the lesson. My mentors kept assuring me that it would get easier once I became comfortable with the content. The student was patient with my fumbling, and after my tenth lesson, I began to get into the swing of it. The student and I were learning the routines, which made the process more interesting. Being able to be diagnostic and prescriptive, structured yet flexible during each lesson allowed me to cater to the specific needs of my student. My student could progress at her own speed with constant spiraling review built in. She felt comfortable to learn in this way because it was not overwhelming to her.

The student learned the concepts through this approach. She did not just learn it for the day or week; she internalized it. The OG Approach also opened up dialogue with my student

continued on page 16...

2016 AOGPE ANNUAL CONFERENCE

“The Dynamics of Dyslexia”

April 1 - 2, 2016 (Friday and Saturday)

Atlanta Marriott Buckhead Hotel & Conference Center
3405 Lenox Road NE, Atlanta, Georgia 30326
T | 404.261.9250



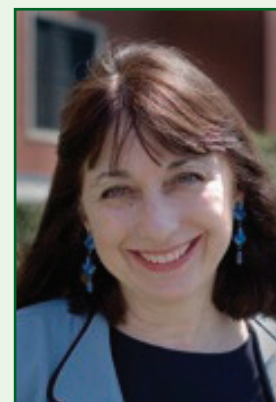
Laurie Cutting, Ph.D.

Friday, April 1, Keynote: Laurie Cutting, Ph.D.

Unraveling the Components of Reading Comprehension:
Neurological and Cognitive Factors

Saturday, April 2, Keynote: Maryanne Wolf, Ph.D.

How the Reading Brain Teaches Us to Think



Maryanne Wolf, Ph.D.

Important Links

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Please visit the Academy's website for more information: www.ortonacademy.org

AOGPE Online 10-hour Subscriber Course (\$49)

Dyslexia: An Introduction to the Orton-Gillingham Approach

This course is appropriate for teachers, parents of children with dyslexia, individuals with dyslexia, school administrators, advocates, tutors, speech and language pathologists and other professionals who wish to learn about this multisensory teaching approach.

Click on the following link to get started: <http://courses.ortonacademy.org>

This information is also available on the Academy's website: www.ortonacademy.org
under Certification, Subscriber Member.

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	Susan Santora

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.

Susan Santora, *Chair*
Trudy Stegelman Odle

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, *Chair*
Edith "Dee" LaFrance
Norma Jean McHugh
Deb Morris
Trudy Stegelman Odle
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

John Howell, *Chair*
Mary Briggs

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

Honorary Membership

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Jean Osman

Library Committee

Marcia Mann, *Chair*
John Howell
David Katz

Ruth Harris Travel Award Scholarship Committee

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Amenia, NY 12501
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Durango, CO 81301
T| 970.385.1778
www.durangomountaincamp.com



Becoming an Associate Level Member (continued from page 12)

by Jenna Aube, A/AOGPE

about the why behind specific words and spelling rules. She kept a log outside of our tutorials to note words that broke rules she had learned. Learning was always happening.

Taking this course and participating in the practicum took daily planning and at times felt overwhelming. Teaching 100 lessons felt like a daunting task in the beginning. However, the support of the Fellows I was working with got me through. Being open to ask questions and accept guidance was critical in my success. Once the rhythm was established, it all came together. My advice to anyone interested in taking the course and doing the practicum would be to ask for help when you are unsure of a concept or routine, teach the routines exactly as you are taught them (they really do work!), be consistent, and try to teach at least three lessons a week. However, most importantly, you need to put in the time. Take time to read *The Gillingham Manual* to become famil-

iar with the content. Put in the time to plan lessons that are individualized to the student you are working with, and take the time to review previous lessons to plan for the next. It is hard work but incredibly rewarding when you see how successful your student will be.

After witnessing how successful this student was with OG, I became energized. I want to continue to learn myself. Applying to the Academy for Associate level certification seemed logical so I could continue my training. I plan to use the OG Approach with more of my students and am thankful to have started on this journey. Seeing the benefits and putting in the hard work has been incredibly rewarding. OG is an instructional approach to teaching literacy that works and creates an environment where students feel safe. What more could we ask for as teachers?

New Members - Winter 2016

The Academy congratulates the following new members

Fellow

Cheryl Eller, Brevard, NC
Candace Sellers, Arden, NC

Certified

Laura Bryant, Charleston, SC
Sue Ellen Corbett, Dover, NH
Patricia Egan, Wakefield, MA
Shelley Einhorn, New York, NY
Sandra Epstein, Roswell, GA
Natalie Felix, Alpharetta, GA
Jocelyn Gasaway, Roswell, GA
Sarah Kiessling, Groton, MA
Diane Mayer, Denver, CO
Lynne McCarthy, Wellesley, MA
Susan Medendorp, Lansing, MI
Diane Nozawa, Brighton, MA
Wendy Powell, Concord, MA
Janet Street, Atlanta, GA
Linda Thibeault, Concord, MA

Associate

Aaron Albright, Voorheesville, NY
Judy Ansley, North Providence, RI
Jenna Aube, Williston, VT
Valdine Bjornson, Winnipeg, Canada
Janice Bridgeman, Hingham, MA
Janet Brown, Decatur, GA
Gail Campbell, Westford, MA
Jill Costello, Purchase, NY
Elizabeth Diann Cravotta, Alpharetta, GA
Azza Daba, Oakville, Canada
C. Melinda Desposito, Bethel, CT
Lindsay DiBrino, Fairfield, CT
Krystal Doney, Barre, VT
Michelle Gaines, Bartlett, TN
Michelle Gales, Vancouver, Canada
Corrine Gardiner, Morrisville, VT
Karen Gilbert, Johns Creek, GA
Deborah Gillen, Sayreville, NJ
Frank Grace, Maynard, MA
Kay Haas, Chester, VA
Lisa Hansel, Concord, MA
Suzanne Harold, Astoria, OR

Honor Hedges, Kingston, Canada
Kristin Howell, Medford, MA
Michele Kelly, Manchester, NH
Debbie Kintish, Beverly, MA
Amy Leinart, Zionsville, IN
Michelle Maglione, Allentown, NJ
Dana Marsh, Rahway, NJ
Heather Mayer, Midlothian, VA
Gina Meyers, Canal Winchester, OH
Melissa Miller-Benson, Memphis, TN
Lauren Morse, Williston, VT
Nancy Novack, Trumbull, CT
Elizabeth Phelps, Atlanta, GA
Eileen Pilc, Richmond, VA
Stacey Prusak, Dunwoody, GA
Sarah Pulaski, East Calais, VT
Nina Rabkina, Belmont, MA
Kimberly Ruggiero, Fairfield, CT
Denise Russell, Andover, MA
Grace Schneider, Columbus, OH
Margaret Schumacher, Concord, MA
Christie Stepien, Huntsville, AL
Hope Suttin, Waban, MA
Marea Van Tilburg, Salt Point, NY
Ellen Wallace, Weymouth, MA
Lisa White, Medford, MA
Rebecca Zaehring, Medford, MA
Heather Zarkadas, Watertown, MA

Classroom Educator

Eric Dale Quemado, Ewa Beach, HI
Lisa-Fátimah Armorer, Stone Mountain, GA
Akenese Atonio-Figueroa, Mililani, HI
Justin Behn, Bridgeport, CT
Charline Biondo, Hamburg, NY
Lauren Bookin, Chappaqua, NY
Caitlin Bucciarelli, New Canaan, CT
Jennifer Chard, Riverside, CT
Nancy Chomyn, Boulder, CO
Megan Ciesluk, Weymouth, MA
Lisa Cutler, Greenwich, CT
Roberta DiTullio-Martin, Marshfield, MA
Lauren Edwards, Hopewell Junction, NY
Rachael Gallant, Honolulu, HI

Nancy Gerardi, Norwalk, CT
Sariann Grant-Langlois, Stamford, CT
Courtney Harrison, Trumbull, CT
Marion Idol, Matthews, NC
Kimberly Kent, Hamburg, NY
Ilene Koester, Stamford, CT
Alisa Kuka, Kapolei, HI
Samarra Lehman, Kapolei, HI
Jennifer Padayhag, Ewa Beach, HI
Celestino Palacio, Honolulu, HI
Kari Peddle, Toronto, Canada
Whitney Phippen, Atlanta, GA
Cindy Rainey, Marietta, GA
Jacquiline Richardson, Ewa Beach, HI
Jennifer Rieck, Roswell, GA
Jennifer Roward, Orchard Park, NY
Jertzelle Ruiz-Cabilao, Kapolei, HI
Joan Schmoll, Orange, VT
Morgan Segit, Barre, VT
Heidi Stein, Southbury, CT
Kathleen Swain, Roswell, GA
Jody Tagomori, Mililani, HI
Ellen Widener, Atlanta, GA
Mandy Williams, Columbus, OH
Janice Youmans, Marietta, GA

Subscriber

Nadine Anastasakis, Bethel, CT
Kelly Ann Black, Roswell, GA
Tara Bovenkamp, Grimsby, Canada
Kristina Campbell, Kitchener, Canada
Suzanne Chandler, Olive Branch, MS
Jody Conod, Kingston, Canada
Maureen Cotter, Bayside, NY
Lynn Davies, Stratford, CT
Raegan Hornby, Toronto, Canada
Vincent Iturralde, Chicago, IL
Coralie Jacobs, Pueblo, CO
Susan McAllister, Fayetteville, NC
Kelley Morrissey, Atlanta, GA
Emily Morse, Milford, CT
Sheila Rowe Rocky, Hourbour, Canada
Arlene Toscano New Fairfield, CT
Julie Veto, Brooklyn, NY