



## Sixteenth Annual Conference

by Peggy A. Price, FIT/AOGPE

The Academy's 16th Annual Conference was held Friday and Saturday April 24-25, 2015, at the Crowne Plaza in White Plains, New York. In honor of the Academy's twenty year anniversary, the conference was titled, "Remembering Our Past, Celebrating the Present, Embracing the Future." Two leading neuroscientists, Guinevere Eden, Ph.D., Director of the Center for the Study of Learning at Georgetown University Medical Center, and Kenneth Pugh, Ph.D., President and Director of Research at the Haskins Laboratory at Yale University, gave the keynote addresses. You can read more about each of Dr. Eden's and Dr. Pugh's lectures in this newsletter. You can also access Dr. Eden's and Dr. Pugh's entire PowerPoint presentations at [www.ortonacademy.org/news.php](http://www.ortonacademy.org/news.php)

Feedback from the 274 attendees was resoundingly enthusiastic about this year's conference. Attendees came from twenty different states, and as far away as Canada (Ontario and British Columbia), St. Croix, United States Virgin Islands, and Brazil.

Joan Richardson from Centerville, Massachusetts, and Wesslyn Smith from Sullivan's Island, South Carolina, received the Ruth Harris Travel Award. Jennifer Aiello from Staten Island, New York, and Grace Donovan from Jacksonville, Florida, were recipients of the Ronald Yoshimoto Scholarship

for Public School Teachers. In Ms. Aiello's words, "I admire and appreciate Ron Yoshimoto's dedication to public school teachers. As a public school teacher and a parent of a dyslexic child, learning the Orton-Gillingham Approach has forever changed me. The conference has exposed me to a wealth of information and knowledge shared by people across the country. I have gained so much from this conference." You can learn more about the Ruth Harris Travel Award and Ronald Yoshimoto Scholarship for Public School Teachers on the Academy's website. The scholarship application deadline for the upcoming 2016 conference is February 19, 2016.

Please save the date for the Academy's 17th Annual Conference April 1-2, 2016 in Atlanta, Georgia. The conference will be held at the Marriott Buckhead, and one of the keynote speakers will be Maryanne Wolf, Ph.D., Director of the Center for Reading and Language Research at Tufts University and bestselling author of *Proust and the Squid: The Story and Science of the Reading Brain*.

The Academy is implementing a call for papers for conference presentations in hopes of attracting an even wider range of speakers and topics. Please see page 10 for more information on the 2016 conference and the call for papers.



Five of the original Founding Fellows: Marcia Mann, Arlene Sonday, Diana King, Amy Balin, Angela Wilkins



AOGPE Board of Trustees. Top Row left: K. Leopold, M. Briggs, A. Lawrence, D. Milner, A. Edwards, J. Hayward, D. LaFrance Bottom Left: R. Davis, M. Mann, S. Costello, S. Santora (missing J. George, K. Howell, B. McClure, T. Petersen)



**Academy of  
Orton-Gillingham  
Practitioners  
and Educators**

*Incorporated Under New York State Education Law*

Academy News is published bi-annually by the Academy of Orton-Gillingham Practitioners and Educators.

AOGPE

PO Box 234, Amenia, NY 12501-0234

T | 845.373.8919

F | 845.373.8925

info@ortonacademy.org

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

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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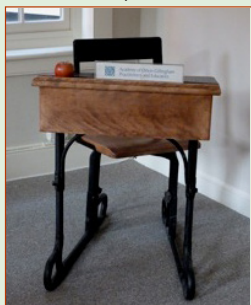
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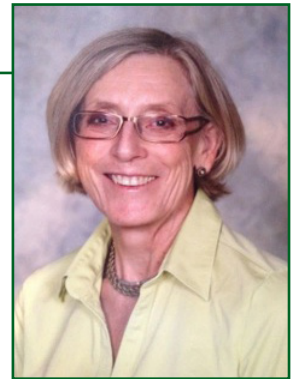
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## President's Message



It has been over twenty years since our Founding Fellows came together to determine standards for those teaching dyslexic students, and to create a certification process for individuals and accreditation of schools and clinics. From those beginnings the Academy emerged as an organization upholding the highest of standards of excellence for teachers of dyslexic individuals. We honored those Founding Fellows at our 16th annual conference in White Plains, New York where we not only celebrated our past, acknowledged the work of our members but looked ahead to the future through our conference program and a board planning meeting.

Thanks to our conference chair Amy Lawrence, her team, and our Amenia staff, Alicia and Margaret, this was an outstanding conference. We were fortunate to have two distinguished keynote speakers whose presentations were received with enthusiasm. The program was diverse, and provided practical, as well as theoretical, sessions. For the first time a Fellows strand was offered, with topics specially targeted to Fellow members and providing an opportunity for Fellows to brainstorm and network.

As a result of our board planning meeting and board meeting in White Plains, I have some exciting initiatives to share with you. First, it is my great pleasure to announce that we have appointed Alicia Sartori as Executive Director of the AOGPE. In her new position, Alicia will take more responsibility for implementing the mission of the Academy, and her new title more correctly represents what she already does for our organization.

Secondly, we are working with a software company to develop an on-line application process for Classroom Educator, Associate, Certified, and Fellow candidates applying for certification. This will make the application process more efficient for both applicants and our office, and enable more efficient record keeping. There will be no change in application requirements, but all sections of the application may be uploaded and submitted electronically. We anticipate that the on-line application will be in place in September and ready for January 2016 applications. If you plan to apply in January or have trainees who plan to do so, please check the AOGPE website for information.

Third, for many years the Academy has offered a 10-hour online subscriber course through Educators Publishing Service (EPS). We now have the technological ability to run the course from our website as of July 17th. The subscriber course is not intended to train participants how to teach the Orton-Gillingham Approach but provides an understanding of the essentials and theoretical basis of Orton-Gillingham. I hope you will encourage parents, teachers, school administrators and anyone interested in our Approach to take this course and become a subscriber member of the Academy.

This is an exciting time in the world of dyslexia. In the twenty years since our founding, neuroscience has delved deeply into the science of reading and unequivocally proved the existence of dyslexia and coincidentally supports what we, as OG practitioners, have been doing for the past eighty years. Twenty-two states have now passed dyslexia legislation and change is definitely on the way. Dyslexia is no longer the "D" word never to be used with parents or schools. More teachers are seeking Orton-Gillingham training and colleges and universities are offering courses in multisensory structured literacy. Change can bring its own challenges, and there will be some.

The Academy stands for excellence in professional practice. We set and uphold rigorous standards for those who teach and remediate dyslexic students. We emphasize the importance of those standards for coursework and completion of supervised practicum with a trained and experienced mentor. Our members promote the important work of the Academy through training, teaching, and advocacy. As Academy members we must advocate at all levels, school district, state, and national, for the adequate preparation of teachers and therapists who are trained to remediate dyslexic individuals.

I encourage you to visit our web page frequently and join our social media groups for members, for Fellows, and for the general public. We want to hear from you and support you in the work you do for individuals with dyslexia.

Sincerely,

Sheila Costello, F/AOGPE  
President, Board of Trustees

*The Academy Office*



# Camp Spring Creek

by Katey Schultz

Camp Spring Creek, located in the Blue Ridge Mountains of North Carolina, is an academic and recreational camp supporting children with dyslexia ages 7 to 15. It is only one of three AOGPE accredited residential camps in the United States and also offers day-camp opportunities. “So many people with dyslexia are misunderstood,” says Co-founder/Director Susie van der Vorst. “But just look at the wonderful role models we have! Many succeed in spite of their education. Imagine how they’d be if they had been instructed in the ways that they learn best.”

It is precisely that sentiment that led Susie and her husband and Co-Founder Steve van der Vorst to create Camp Spring Creek in 2003. They have been successfully helping and inspiring children ever since, and in more recent years have expanded programming to include year-round AOGPE certification training opportunities. Many of their trainings are grant-funded and offered to teachers at no cost to the school districts or teachers, enabling the OG Approach to find its way into public school classrooms with consistency, quality, and professional observation by Susie, an AOGPE Fellow. “We chose to become AOGPE accredited because we want to be recognized as having the highest standards,” says Susie. In Yancey and Mitchell County, North Carolina – Camp Spring Creek’s home base – more than 30 teachers and teaching assistants have received the Classroom Educator training through the camp’s outreach services, many educators continuing onto Associate Level certification or further.

A typical day at Camp Spring Creek begins with breakfast, followed by a reading hour. Then, campers participate in a five period day including swimming, one-on-one OG tutoring, art, woodshop, and keyboarding/multimedia. The

day concludes with an outdoor program, where campers select the activity (paintball, archery, hiking, rock climbing, or lifeguarding), study hall, recess, and then dinner. After clean up, there is an all-camp recreational activity (e.g., capture the flag, campfire). Afterwards campers retreat to their cabins where staff read aloud to them before lights go out. “Our approach is designed to target a child’s individual strengths and weaknesses to help them excel,” says Susie. “We also recognize the value of keeping kids active throughout the day. Our kids can’t learn as well if they’re stuck behind a desk. Learning needs to be hands-on so that they can get multiple senses involved.”

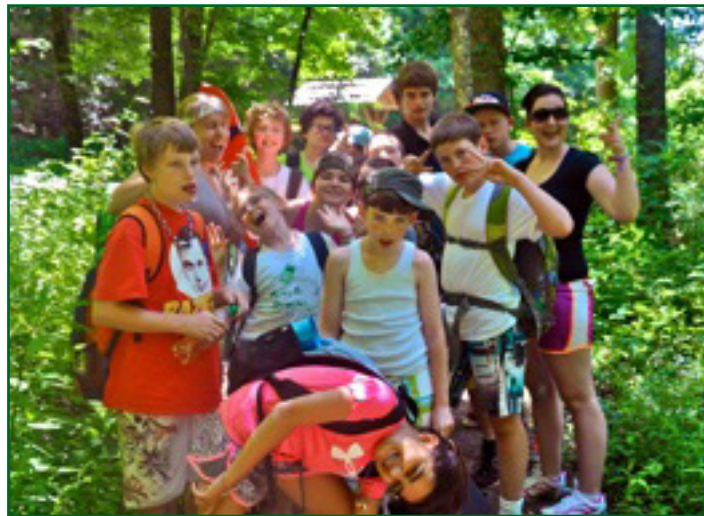
The minimum stay at camp is four weeks (boarding or day), though many children stay for 6-8 weeks.

Campers, who come from all over the world, see several grade levels of improvement over the course of just one summer. After departure, a written narrative report is reviewed with the parents by phone. The campers’ families often become lifelong supporters of the camp and send their children back year after year. “We consider all of our campers as part of our extended family,” says Susie. “We’re so fortunate to be entrusted by their families, and we come to love their children as our own. Saying goodbye every summer is always the hardest part for me, but we write letters and connect on the Camp Spring Creek Facebook page. More than anything, I love letting the kids go, knowing that they’ve gained quantifiable skills alongside immeasurable confidence. Now they view their dyslexia as an ability, not a disability.”

For more information on Camp Spring Creek, please visit their website and blog.

Website: <http://www.campspringcreek.org>

Blog: <http://campspringcreek.wordpress.com>



# Esteemed Neuroscientist Dr. Kenneth Pugh speaks at AOGPE Annual Conference

by Rosalie Davis, F/AOGPE

Dr. Kenneth R. Pugh, Ph.D., President and Director of Research at the Haskins Laboratory at Yale University, delivered the keynote address at the AOGPE Annual Conference on April 25, 2015. Dr. Pugh described that initially reading was considered a visual task, but neuroscience research using functional magnetic resonance imaging (fMRI) has shown that in addition to visual recognition, reading involves language processing centers of the brain. Those regions help explain the differences between the brains of typical and dyslexic readers, and how treatments and remediation impact the brain. Dr. Pugh also shared his latest research and discussed areas of future research on gene-brain-behavior pathways.

Speech is mastered naturally by nearly all without direct instruction. This initial mastery is because the brain is wired for speech. During the first year of life, a region of the brain called the planum temporale plays an important role in the acquisition of sounds and phonological rules specific to an individual's native language. For reading, however, there is no such region. Understandably, written language is largely a cultural invention. In Dr. Pugh's own words, "explicit [reading] instruction is essential."

Reading involves recognizing visual objects (letters) and efficiently transferring the visual input to language processing and sounds. Quick and fluent reading depends upon speech and phonology. Fast and automatic word reading depends on finding the most efficient brain pathways. To build those necessary pathways, the brain recycles pre-existing structures previously dedicated to visual object recognition and language processing. Many areas of the brain activate when reading, but primary activation in skilled readers occurs in the left hemisphere.

If strong readers are primarily using their left hemisphere to read, what occurs in the brain of a dyslexic reader? The left posterior systems in individuals with untreated dyslexia behave differently. The dyslexic reader relies more heavily on the right hemisphere and right prefrontal cortex. The majority of individuals with a reading disability or dyslexia

struggle with phonological processing. This difference is consistent with findings that children with speech sound disorders or who were late talking have a higher risk for reading difficulties. Other cognitive functions crucial to the reading process are selective attention and executive function. In other words, you can't just fix phonics. The child has to effectively inhibit irrelevant stimuli, pay attention, and consolidate learning.

For skilled readers, it takes approximately 250 milliseconds to transfer print into spoken word. For struggling readers, more time is required. Dr. Pugh's research indicates that instruction using the Orton-Gillingham Approach actually changes brain activation in dyslexic readers by improving the efficiency of brain circuitry so that it is better suited for automatic word recognition. Learning to read literally transforms the brain. Becoming a literate individual changes the way we listen and process speech, improves our ability to manipulate sounds, and even recognize visual objects beyond letters.

Neuroimaging studies support that proper evidence-based intervention "rewires" circuits in the brain to be more efficient, and that gains made by dyslexic students become permanent.

Establishing a more efficient reading brain takes time, however. Various processing deficits can also impact progress. Why are some students consistently inconsistent in their progress? Those students seem to "get it" and "lose it," resulting in slower reading acquisition. Exploring this phenomena is

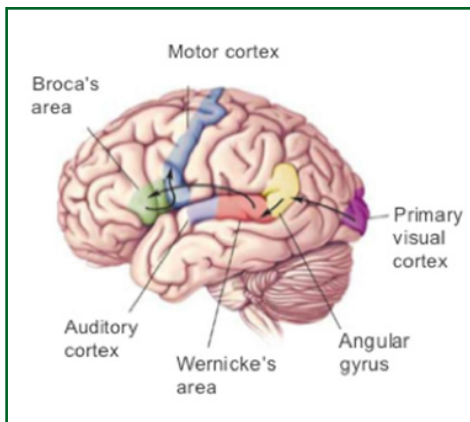
an area of ongoing research in the neuroscience community. Everyone's reading ability is on a continuum, and good instruction helps everyone along that continuum.

Dr. Pugh's research also examines the neurochemical factors that may affect reading. Those areas include reviewing sleep patterns and exploring the role of neurotransmitters in reading, specifically glutamate and choline. Dr. Pugh conducted a study which showed elevated levels of glutamate at age 7

*continued on page 8...*



*Kenneth R. Pugh, Ph.D.*



# Dyslexia Over the Lifespan: A Fifty-Five Year Longitudinal Study 2nd Edition by Margaret Byrd Rawson

Book Review by Peggy A. Price, FIT/AOGPE

Margaret Rawson's fifty-five year longitudinal study was first published in 1968. Her study focused on 56 boys who attended the School in Rose Valley, an independent elementary school in Moylan, Pennsylvania, in the 1930-40s. This new edition was updated in 1995 with four new chapters and a title change. Margaret Rawson worked at the School in Rose Valley for seventeen years until 1947. In 1935 Rawson was introduced to Dr. Orton, and the Orton-Gillingham Approach became the intervention for all struggling readers at her school. From 1935-1947, the school's language program was based on Dr. Orton's philosophy. The global message of Rawson's book is that no one should fail at school or in their professional life because of dyslexia.

The holistic philosophy of the school, coupled with its highly progressive stance on universal screening, assessment, and tutoring, created a culture where all students were expected to succeed. The inclusive atmosphere communicated that students struggling with language learning difficulties could be just as successful as their peers; they just needed extra, individualized instruction.

The students from the School in Rose Valley included in this study came from the same socioeconomic status, two-parent homes, and similar levels of father's education. Rawson highlights the homogeneous sample of 56 boys as a considerable strength of the research. It was remarkable that Rawson tracked those students for over half a century without the assistance of modern technology. Fifty years after they left the School in Rose Valley, many of the students, including the severely dyslexic students, went on to achieve a high number of professional accomplishments, including PhDs and medical degrees.

What I found most interesting were the results of Margaret Rawson's Language Learning Facility Scale. Dyslexia is part of a language learning spectrum, with some being highly gifted at language and others severely struggling. Many individuals

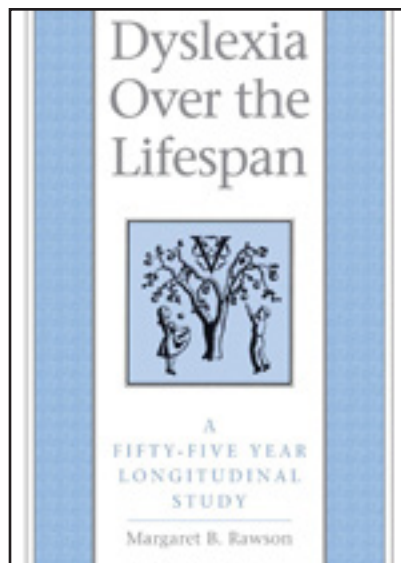
can better express themselves through art, music, and construction than through words. There are often students who need additional intervention to achieve their potential, but may not be significantly impaired enough to be diagnosed with dyslexia. Rawson gave each boy a numbered rank based on results of the Language Learning Facility Scale. She then divided the students into three groups: high (20 nondyslexic boys and some who had "mild dyslexic traits but not crippling"), medium (16 boys who made more rapid and easier progress with tutoring), and low (20 boys classified as moderately to severely dyslexic). Some students will make significant gains and no longer need OG tutoring after a couple years of

1:1 instruction, and others appear to need the OG Approach and intense, individualized instruction to learn every academic skill.

For any parent who worries what will happen to his or her child with dyslexia, this book is one of hope and encouragement. Rawson's study affirms that even those who are severely dyslexic can go on to lead incredibly successful lives as independent adults. Her study serves as an excellent reminder that the patience, love, and skilled instruction a teacher gives a child may continue to help decades later. Having said this, one does not outgrow dyslexia. Rawson's follow up interviews found that many of the boys (now men) still reported residual

language problems, particularly with spelling. For many of these men, their struggle with dyslexia galvanized them to be more determined and put forth more effort.

Margaret Rawson was unquestionably a visionary. The fact that she created a universal screening tool, created a comprehensive intervention program for all students demonstrating need, trained a small army of tutors, and followed their lives for 55 years, is incredible to say the least. This historic classic, *Dyslexia Over the Lifespan*, is available for purchase through the Academy of Orton-Gillingham Practitioners and Educators at <http://www.ortonacademy.org/support.php>



**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 those standards.**

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# Dr. Guinevere Eden Wows Attendees at AOGPE Annual Conference

by Louise Doud

Dr. Guinevere Eden, Ph.D., Director of the Center for the Study of Learning at Georgetown University, gave the keynote address on Friday, April 24, 2015, at the AOGPE Annual Conference in White Plains, New York. A renowned neuroscientist, Dr. Eden's work primarily focuses on the brain-bases of dyslexia. Her research is part of a collaboration between Georgetown University and Gallaudet University in Washington, D.C. and Wake Forest School of Medicine in North Carolina. Her keynote presentation included a detailed history and up-to-date look on the neuroscience of the reading brain, with a peek into areas of future research. She skillfully wove together a review of past neuroimaging studies and her ongoing research.

Reading is primarily localized in typical readers in the left hemisphere, specifically the left inferior frontal gyrus, left temporo-parietal cortex, and left infero-temporal cortex. One research question Dr. Eden and her research team explore is "how does the neural basis of word processing change during schooling in typical readers?" One can look back to Dr. Samuel Orton's writings in 1925 for an answer. He posited that all early readers activate memory of letters and words in both hemispheres, but through the process of learning to read, the left hemisphere becomes dominant. Dr. Eden and other contemporary neuroscientists have shown that Dr. Orton was correct. Young typical readers activate the left superior temporal cortex, related to phonological awareness. As reading improves, so does activation in the left frontal and temporal cortices. As children mature into more proficient readers, brain activity moves almost exclusively to the rear left hemisphere, showing a typical adult reader brain activation pattern. Then skilled readers access

word form, phonology, and meaning very quickly. However, in the brain of a dyslexic reader, the left hemisphere remains under-activated.

Dr. Eden shared data from past studies on the prevalence of dyslexia. Approximately 7-12% of the general population have dyslexia from data gathered in different countries. Dyslexia is also highly heritable; if one parent has dyslexia there is a 40% chance his or her child will also have dyslexia, based on a 1989 study by Olson and colleagues. Based on a 2004 study by Rutter and colleagues, dyslexia is 2-3 times more prevalent in males than females.

Dr. Eden's extensive review of the neuroscience literature clearly shows that effective intervention produces lasting changes in the brain of a dyslexic reader. After an eight week intensive intervention with dyslexic adults, fMRI data show "...increased activation in the left and right hemispheres." The areas of the brain that deal with phonological processing became similar to those of good readers. Gray matter volume increases were maintained beyond the end of intervention. In fact, the results illustrated a continued increase of gray matter post-intervention. It should be noted that although effective intervention can change the dyslexic brain to become a stronger reader, dyslexia is a lifelong condition.

Dr. Eden ended her talk by describing recent studies which show differences between female and male brain changes after intervention, an important factor to consider in future studies. Her excited, passionate delivery and the remarkable body of information conveyed made this an informative presentation.



Guinevere Eden, Ph.D.

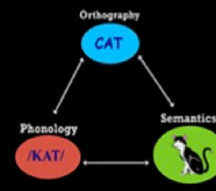
## Reading Involves Mapping:

Understanding of how spelling patterns (orthography) correspond

to the sounds of words (phonology)

and link

to meaning (semantics)



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](http://www.ortonacademy.org)

## The Presidents of ALTA, IMSLEC, Wilson Language and AOGPE Meet



The Academy is committed to excellence in teacher training and preparation and shares commonalities with three long established organizations that certify teachers and accredit institutions, Academic Language Therapy Association (ALTA), International Multisensory Structured Language Education Council (IMSLEC) and Wilson Language System (WLS). The presidents of each organization, Sheila Costello (AOGPE), Marilyn Mathis (ALTA), Mary Farrell (IMSLEC) and Barbara Wilson (WLS) recently met at Farleigh Dickinson University to discuss our common purpose and mutual interest in providing the highest quality training for teachers who instruct individuals with dyslexia. Each organization has certification and accreditation programs in place for over twenty

years and clearly defined standards for training that include supervised practicum by a highly trained mentor. We currently represent over 30,000 teachers who have met those standards, achieved certification, and work with children.

## Historical Perspectives by Dee LaFrance, F/AOGPE

I live on the Saint Lawrence River very near to where Lake Ontario begins. The area has eighteen hundred islands and is called "The Thousand Islands." Many Americans own these islands and have summer homes on the shores of both New York and Ontario. My father was a physician who had patients on both shores when I was a child. On Wednesday afternoons and weekends, he loved to sail his International Dinghy and race with like-minded folks in the area. One of these summer sailors was Arthur Rawson who came from Maryland with his wife, Margaret Byrd Rawson, and their two sons, Edward and Kenneth. My brothers both liked to sail as did the Rawsons, and the families became good friends. Dad was devastated when Arthur died on the operating table during a routine operation in Maryland. Margaret, however, continued to come north with her sons and bought a beautiful outcrop of land between Gananoque and Kingston. She called it "the Island" although she filled in a ditch and was able to drive her car to this piece of heaven. Over the years, her family grew and visited in the summers to spend "Christmas in July" together. They pitched tents on their favorite tree-covered spots by the river. One cabin served as a kitchen and living room. By choice, there was no electricity or telephone. A neighbor on a nearby highway allowed them to use her telephone for emergencies. Cooking was done by propane which also fueled the refrigerator. There was a boathouse for the sailboats and as Margaret aged, a cabin was built for her called "The Turtle."

As I listened to the adults talk, I realized that Margaret, who lived so simply, taught in a university and knew a great deal about something called dyslexia, which could keep even bright

children from mastering reading and writing. I heard Dad telling her that my brother Dick was struggling and his big sister had been told to listen to him read every night, but that he kept making mistakes on words he had "sounded out" two lines above. A psychologist in Toronto had found brother Dick to be of good average intelligence, but he was unable to cope with schoolwork. Margaret assessed Dick, and found that he was one of "our kind of kids." She gave Dad the red Gillingham Manual and Dr. Orton's book, "Reading, Writing and Speech Problems in Children." Doors were opened for all of us.

Using the red manual religiously, Dad taught Dick to read well enough to earn his junior matric, which is equivalent to a tenth grade level. I went to university and then to England where I taught in grammar schools and then a secondary modern school where children went when they failed the eleven plus exams. When listening to my students read, it was like listening to my little brother all over again, and I sent a letter to Canada asking Dad for the red Gillingham Manual. It worked wonders, and in time I did a thesis on dyslexia, reading all of the experts, and returned home to Canada the summer my mother died. Margaret became my mentor and support from 1968 until she died in 2001.

Now when I quote Margaret to my Fellows-in-Training, I call her MBR and caution them as MBR cautioned me, "Letters don't talk, Dee, they stand for sounds." "Say the letter names as you write. Tell your hand what letter to write." I learned from the best and it all happened by chance on the St. Lawrence lo those many years ago!

## Thank You to Our Conference Supporters!

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“Remembering Our Past, Celebrating The Present, Embracing Our Future”



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### Esteemed Neuroscientist Dr. Kenneth Pugh speaks at AOGPE Annual Conference (continued from page 4)

by Rosalie Davis, F/AOGPE

predicted reading problems two years later. It may be possible to 1) better understand the causes of dyslexia and 2) prepare the brain to be better able to learn and retain information. The scientific field on the neuroscience of reading continues to be exciting.

Dr. Pugh emphasized that “you fix reading with the triangle” of visual/auditory, kinesthetic-tactile (VAKT) linkages in the teaching of reading instruction. Orton-Gillingham therapists have known the benefits of utilizing VAKT modalities and experienced positive results for many years. We now have more scientific evidence that our Approach indeed works.

Around the world, a significant number of children fail to achieve functional literacy. For many, this is due to the lack of good instruction, but for some there are brain-based difficulties. Establishing speech-print integration in the brain through direct, explicit multisensory instruction is crucial for building efficient reading circuitry. In our field as OG practitioners, we are privileged to teach at a time where brain imaging can show us how the Orton-Gillingham Approach works at a neurological level.

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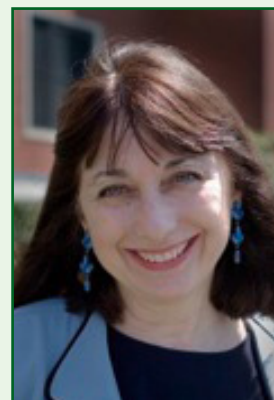
## 2016 AOGPE ANNUAL CONFERENCE

### April 1 - 2, 2016 (Friday and Saturday)

Marriott Buckhead  
Atlanta, Georgia

### Saturday April 2, Keynote: Maryanne Wolfe, Ph.D.

John DiBaggio Professor of Citizenship and Public Service Director,  
Center for Reading and Language Research - Tufts University



Maryanne Wolfe, Ph.D.

### Scholarships for the Conference

1. The Ruth Harris Travel Award
2. Ronald Yoshimoto Scholarship for Public School Teachers

Please visit the Academy's website for more information: [www.ortonacademy.org](http://www.ortonacademy.org)  
Scholarship application deadline is February 19, 2016.

### The Call For Papers Is Open!

The Academy is implementing the Call for Papers for the conference this year. Please submit your proposal by November 18, 2015. The Program Selection Committee will notify all Lead Presenters via email by December 18, 2015. The Form is also available on the Academy's website: <http://www.ortonacademy.org/news.php>  
[CLICK HERE TO DOWNLOAD THE FORM](#)

## SAVE THE DATES

### 2015 AOGPE Fellow Webinar

October 15, 2015 (Thursday)  
6:30 pm – 8:00 pm EST  
Online

### 2015 IDA Conference

October 28-31, 2015  
Grapevine, Texas  
AOGPE Booth: 318

### Academy Sponsored Reception

October 29, 2015 (Thursday)  
6:00 pm – 7:30 pm  
Location: TBA

## 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](http://www.ortonacademy.org) under Certification, Subscriber Member.

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# New Members - Summer 2015

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*The Academy congratulates the following new members*

## Certified

Terri Birkelien, Midlothian, VA  
Christina Bruno, Brooklyn, NY  
Antoinette Gough, East Providence, RI  
Lisa Guarnieri, Torrington, CT  
Lynn Lamping, Dundee, OR  
Nancy Redding, San Jose, CA  
Katherine Robinson, Cumming, GA  
Lisa Selby, Canton, MA  
Kaitlin Takayanagi, Brooklyn, NY

## Associate

Beth Bar-Haim, Watkinsville, GA  
Reni Cadigan, Milton, MA  
Michelle Cady, Dalton, MA  
Wendy-Elizabeth Chalek, Marblehead, MA  
Diane Crow, Marietta, GA  
Tammy Curran, Denver, CO  
Michael Curtin, Westwood, MA  
Lyle Davis, Memphis, TN  
Wilhelmina Duchaney, North Easton, MA  
Julie Duncan, Cambridge, MA  
Suzie Eklund, Richmond, VA  
Hilary Elkins, Brookline, MA  
Elizabeth Fabatz, Colorado Springs, CO  
Sinead Foley, Mansfield, MA  
Katie Gates, Decatur, GA  
Sheri-Ann Gaza, Pearl City, HI  
Lisa Gerace, Rockville Centre, NY  
Alison Glerum, Weston, CT  
Deanna Goggin, Burlington, MA  
Rebecca Hall, Galena, OH  
Jill Harrington, Galena, OH  
Brenda Hennecke, Axbridge, United Kingdom  
Jill Kearney, Chelsea, Canada  
Lina Kikuta, Honolulu, HI  
Heath Kulpa, Assonet, MA  
Louise Lambert, Roswell, GA  
Ann Lane, Concord, MA  
Margaret Leeson, Concord, MA  
Nancy Martin, Hardwick, MA  
Catherine McCormick, Wellesley, MA  
Ellen Meckel, Wellesley, MA  
Valerie Miller, Arden, NC  
Isla Miln, Clemmons, NC  
Keeley Mitchell, Suffern, NY  
Amanda Moore, Plain City, OH  
Jessica Northcutt, Dacula, GA  
January Reed, Charlotte, NC  
Shannon Regan, Grove City, OH  
Carol Rummel, N. Chelmsford, MA  
Jill Sanders, Pickerington, OH  
Kate Sauter, Sudbury, MA  
Jessica Schlundt, Newton, MA  
Mary Margaret Schulte, Atlanta, GA  
Kimberly Simonich, Pepperell, MA  
Nancianne Smith, North Kingstown, RI  
Carol Spooner, Marlborough, MA  
Robyn Sutherland, Fairplay, CO  
Felicia Tan Ying Ru, Singapore  
Nicole Vella, Decatur, GA  
Judy Walker, Richmond Hill, GA  
Irene Weimer, Wellesley, MA  
Rita Wheatley, West Greenwich, RI  
Leslie Wilbert, Westworth Village, TX

Stephanie Williams, Long Beach, NY  
Carol Anne Yerby, Concord, MA  
T. Loren Ziyadeh, Branford, CT

## Classroom Educator

Megan Angus, Trumbull, CT  
Linda Beaupré, Berlin, VT  
Hope Blair, Norwalk, CT  
Grace Blomberg, Weston, CT  
Harry Bolo, Ewa Beach, HI  
Catherine Bongiovanni, Ewing, NJ  
Jacquilyn Bordaje, Pearl City, HI  
Jennifer Brown, Dunwoody, GA  
Kerstin Campbell, Erie, CO  
Shawn Chang, Kapolei, HI  
James Chmielewski, Westerville, OH  
Sandra Chong, Honolulu, HI  
Dena Cody, Montpelier, VT  
Elizabeth Diann Cravotta, Alpharetta, GA  
Laura Degree, Clinton, CT  
Lauren Evans, New York, NY  
Kristi Evans, New York, NY  
Jennifer Felipe, Wilton, CT  
Brian Fernandes, Warren, RI  
Michael Ferrer, Johnston, RI  
Doreen Fontana, Milford, CT  
Jean Foss-Pratt, Hyde Park, VT  
Michelle Fox, New York, NY  
Laura Freeman, Charlotte, NC  
Hannah Geier, Montpelier, VT  
Stefanie Goldschmidt, New Canaan, CT  
Thalia Goo, Norwalk, CT  
Steven Grindstaff, Burnsville, NC  
Kelly Haase, Colorado Springs, CO  
Andrea Honious, Miamisburg, OH  
Meghan Huskins, Spruce Pine, NC  
Crystal Ido, Aiea, HI  
Laurie Joens, Asheville, NC  
Melissa Jozefov, Roswell, GA  
Tricia Kamei, Waipahu, HI  
Matthew Koanui, Waipahu, HI  
Christine Kovac, Stamford, CT  
Sarah Leitman, New York, NY  
LaTasha Lewis, New York, NY  
Kathryn Llewelyn, Stratford, CT  
Julie Maltese, Staten Island, NY  
Jill McGuire, Marietta, GA  
Maureen McKeon, Charlotte, NC  
Palmer Metz, New Canaan, CT  
Mary Montgomery, Asheville, NC  
Karen Oliver, Kapolei, HI  
Deanna Ortscheid, Hanover Park, IL  
Francisca Pangan, Kapolei, HI  
Kathleen Pellisero, Charlotte, NC  
Patricia Potts, New Canaan, CT  
Patti Provoost, Southport, CT  
Lisa Reilly, Redding, CT  
Mimi Rezzonico, Bakersville, NC  
Julie Richards, Charlotte, NC  
Tanya Ross, Frederick, CO  
Kathryn Saylor, Woodstock, GA  
Sarah Schimenti, Atlanta, GA  
Paige Sergeant, Asheville, NC  
Sloan Shapiro, New York, NY  
Mary Howard Shaw, Charlotte, NC

Kristen Shimizu, Mililani, HI  
Kari Short, Dayton, OH  
Rhonda Sizemore, Asheville, NC  
Evans Snead, Charlotte, NC  
Shari Suzuki, Mililani, HI  
Donna Takase, Waipahu, HI  
Janelle Takesono, Honolulu, HI  
April Tarjick, Fairview, NC  
Michael Taylor, Hilliard, OH  
Georgia Tedla, White Plains, NY  
Alison Tepper, Cos Cob, CT  
Allison Williams, Waterford, CT  
Sharon Weand, Wilton, CT  
Stacey Wronker, Johns Creek, GA

## Subscriber

Kelley Auringer, Branford, CT  
Cristy Bailey, Holden, MO  
Cynthia Bankoski, Higganum, CT  
Meryl Baum, Princeton Junction, NJ  
Chrissy Belfour, Toronto, Canada  
Susan Benoit, Arcata, CA  
Linda Berg, Fort Worth, TX  
Jennifer Blackwell, Ridgefield, CT  
Rebecca Bowman, Omaha, NE  
Sharon Brandt, Toronto, Canada  
Peter Carrillo, Corvallis, OR  
Isabel Carvalho, Sao Paulo, Brazil  
Mark Cobelens, Bellevue, NE  
Theresa Connolly, Park Ridge, IL  
Laura DePole, Diablo, CA  
Grace Donovan, Jacksonville, FL  
Scott Fort, Pennington, NJ  
Ann Celine French, Leominster, MA  
Margaret Gallipeau, Delary Beach, FL  
D'Arcy Goodrich, Omaha, NE  
Sue Hamilton, Omaha, NE  
Holly Hill, Atlanta, GA  
Sharon Hobza, Omaha, NE  
Rose Ann Kesting, Yardville, NJ  
Karen Kimberlin, Tinton Falls, NJ  
Keri Kimbrough, Taylors, SC  
Colleen Kopchick, Davidson, NC  
Letitia Long, Greenwich, CT  
Rose Marino, Brooklyn, NY  
Carol Ann McCarthy, Chicopee, MA  
Jennifer McDermott, Northvale, NJ  
Donna Meade, Nelsonville, OH  
Kim Meiss, Milton, PA  
Tiffany Miller, Midland, TX  
Melissa Olt, Frederick, MD  
Linda Popp, Marina, CA  
Elizabeth Pressley, Spartanburg, SC  
Diane Rice, Lawrenceville, GA  
Lindsey Scherman, Plainsboro, NJ  
Dale Slaton, Anderson, SC  
Hilary Smith, Phoenix, AZ  
Laurie Melissa Socolow, Houston, TX  
Kathleen Sommers, Ewing, NJ  
Cynthia Tsianco, Madison, CT  
Ron Weinstein, Princeton Junction, NJ  
Leslie Weissglass, Westfield, NJ  
Kim Wilke, Fayetteville, GA  
Kathryn Wink Gillian, Lawrence, NJ  
Stacey Wise, Greer, SC

# AOGPE Standing Committees

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## 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.

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**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 Calloway	Pam Reynolds
Louise Freese	

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

Rosalie Davis, *Chair*

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**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

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

Susan Santora, *Interim Chair*  
Trudy Stegelman Odle

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**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  
Deb Morris  
Norma Jean McHugh  
Trudy Stegelman Odle  
Concha Wyatt

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## 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.

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**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

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## 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

Edith “Dee” LaFrance, *Chair*  
Jean Osman

### Library Committee

Marcia Mann, *Chair*  
John Howell  
David Katz



Academy of  
Orton-Gillingham  
Practitioners  
and Educators