



Founding Fellow Diana Hanbury King receives Lifetime Achievement Award from National Teachers Hall of Fame

by Peggy Price, FIT/AOGPE

Founding Fellow, Diana Hanbury King, Ph.D., received the Lifetime Achievement Award from The National Teachers Hall of Fame on Saturday, June 11, 2016. The award was presented at the 25th Anniversary Gala Banquet at the Marriott on the Kansas City Plaza.

Diana has a distinguished career teaching students with dyslexia for over sixty years, is a prolific author, and co-founded The Kildonan School and Camp Dunnabeck. Just a few of her books include, *English Isn't Crazy! The Elements of Our Language and How to Teach Them*, and her invaluable Writing Skills series which includes the *Writing Skills Teacher's Handbook*, *Writing Skills Books A, 1, 2, 3*, *Writing Skills Keyboarding*, *Cursive Writing Skills for Right-Handed Students*, *Cursive Writing Skills for Left-Handed Students*, and *Writing Skills for the Adolescent*. More recently, Diana has authored *One by One: Working With Dyslexia*, *The Story of Dunnabeck and Kildonan* in 2005 and



A Guide to Helping Your Child at Home: Developing Foundational Skills in Reading & Writing in 2015. Each publication contains a wealth of information crucial for any teacher or parent working with a dyslexic child. Diana has been actively involved in the Academy since she helped found it in 1995, as well as in the International Dyslexia Association (IDA), frequently writing articles for the IDA Examiner. She continues to present at national conferences, including the Academy's most recent annual conference in Atlanta.

The National Teachers Hall of Fame (NTHF) is a nonprofit organization, with a museum on Emporia State University's campus, which honors exceptional school teachers. The NTHF recognizes only five of the nation's most exceptional teachers each June who have demonstrated commitment and dedication to teaching children. We cannot think of a more deserving or accomplished educator!



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!



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Practitioners
and Educators

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

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President's Message



Over the past two years, the Presidents of AOGPE, the International Multisensory Language Education Council (IMSLEC), Academic Language Therapy Association (ALTA), and Wilson Language Training (WLT) have been meeting on a regular basis. Our four organizations represent training, accreditation, and certification programs that have been established for over twenty years with well-established processes in place to certify and accredit organizations and individuals who meet rigorous standards. Our organizations recognize that individuals with a diagnosed language learning disability or dyslexia require specialized and diagnostic instruction from a highly trained teacher. Each of our organizations certifies teachers who have met rigorous standards, including a practicum mentored by a highly qualified instructor. Together we represent over 30,000 certified teachers. We firmly stand behind our standards as necessary for teachers of individuals with dyslexia to learn to read and write with proficiency. Our trainers are experienced in teaching dyslexic students and have completed comprehensive training in addition to attaining each level of membership in the organization.

We have agreed to work collaboratively to advance the understanding of both the efficacy and importance of our training models and to maintain the high standards of the field for the benefit of the individuals with dyslexia whom we serve. The AOGPE, ALTA, IMSLEC, and WLT provide the highest level of teacher preparation for individuals to successfully teach students with dyslexia how to read and write. Although our organizations have differences in process, we acknowledge that we share common essentials and we recognize the credentials of each organization.

We also invite participation at conferences and workshops offered by each organization, recognizing each other's CEU's and opening more opportunity for our members to attend continuing education in a wider geographical area.

This is an exciting but challenging time in the field of reading instruction and dyslexia. More than twenty years of neuroscience research has given us much insight into the how the brain adapts to become a reading brain. The science of reading, and the differences in those individuals who fail to become readers, is strongly established. The methodology and power of OG, what we do, and how we do it in every OG lesson, is increasingly validated by research and not only by outcome. Parent advocacy groups are petitioning states and school systems for appropriate interventions for their dyslexic children. Many commercial "OG based" programs are popping up and offering training courses for teachers through the Internet. The downside is that the field is becoming confusing, not only for parents, but also for teachers looking for training. How does a parent evaluate a potential tutor, or a remedial program offered by a school? How does a teacher looking to enhance their knowledge and know how evaluate a training program?

The Academy, ALTA, IMSLEC, and WLT certify individuals who are thoroughly prepared, through coursework and a closely supervised practicum by a

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Presidents Letter (continued from page 2)

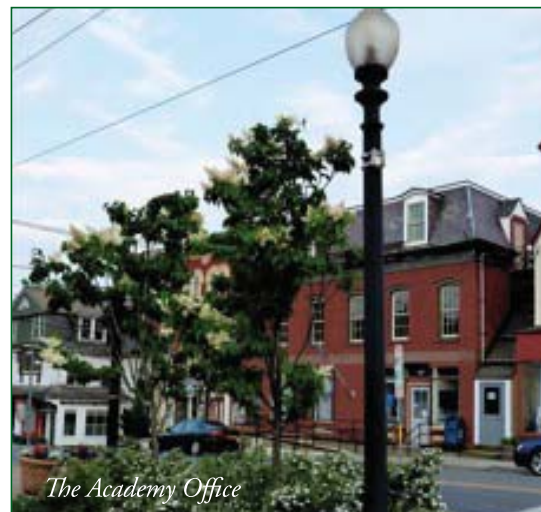
highly qualified instructor, to work with dyslexic individuals. They accredit schools and clinics dedicated to teaching dyslexics, and colleges with programs and instructors to train teachers to work with dyslexic individuals. We firmly believe in the necessity of the practicum experience as an essential component of training at all levels. The practicum ensures teachers understand how to put theory into practice. The certification process is rigorous, as it reviews the ability of the trainee to work with students and his or her ability to apply the principles of OG to any lesson or classroom. These standards are focused on a common goal, to give individuals with dyslexia the tools to become successful readers and writers.

When you achieve Academy certification or that of ALTA, IMSLEC or WLT, you have professional credentials that inform parents and administrators of the extent of your training and expertise. Our organizations look forward to working together to provide the highest quality training and support to our members.

Sincerely,



Sheila Costello, F/AOGPE
President, Board of Trustees



IDA Update

by Sheila Costello, F/AOGPE and President, Board of Trustees, AOGPE

Many of you have recently been contacted by the International Dyslexia Association (IDA) offering you, as an AOGPE member, the opportunity to take advantage of a “one time-offer” to become certified by IDA as a Dyslexia Practitioner (AOGPE Associate) or Therapist (AOGPE Certified or Fellow) without taking the IDA exam. I’m sure you have questions and are wondering if this is something we recommend. The letter from IDA inferred that we had agreed and were involved in this offer. This was not the case, and IDA moved forward without the involvement of AOGPE, ALTA, IMSLEC, or WLT. We recently met with IDA but continue to have questions regarding standards, accreditation, and details of the certification process including unresolved issues about the Tier 3 process. We have agreed to continue this meeting at the IDA Orlando conference.

The additional certification from IDA is really an individual choice, but it is important that you are aware of the annual cost involved, and the requirements and cost of maintaining that certification through CEU’s. AOGPE is accredited by IDA as a Tier 3 program, and our Associate and Certified members are listed as equivalent to IDA Dyslexia Practitioners and Therapists. Although IDA Certification acknowledges equivalency, it does not add to the level of training already achieved as an AOGPE member.

Following the publication of the Knowledge and Practice Standards for Teachers of Reading and the adoption of the

term Structured Literacy, IDA has been working towards certification of general education teachers with a knowledge-base in Structured Language and teaching reading, and certification of teachers trained to teach dyslexic individuals. The new IDA program offers three levels or Tiers of certification. Tier 1 and 2 are for classroom teachers and offered by the Center for Effective Reading Instruction (CERI), a separate organization. Tier 1 is knowledge-based only and achieved by completing appropriate coursework and passing the IDA exam. This exam was launched in the spring of 2016. Tier 2 involves some practicum experience in addition to the requirements of Tier 1. Tier 3 certification remains under IDA and is for dyslexia specialists. Tier 3 has 2 levels, the Dyslexia Practitioner and the Dyslexia Therapist. Coursework, practicum, and passing the IDA exam is required for each Tier 3 level.

IDA is offering Associate, Certified, and Fellow members of the Academy an opportunity to become IDA certified without taking the exam. This one-time opportunity will end October 30, 2016. To maintain certification, individuals must pay annual dues to IDA, obtain 10 CEU’s annually, and take the IDA exam every 7 years. There are no details at this time on what would qualify for CEU’s. IDA is offering a reduced annual Certification fee for Academy members holding both certifications, but please know that this fee is in addition to Academy annual dues.

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Paula Dozier Rome (1918-2008)

Reprinted from *Academy News*, June 1997

In 1978, forty years into her career, Paula Dozier Rome received the Samuel T. Orton Award, the highest honor bestowed by the Orton Dyslexia Society. In presenting this award, the Society rightfully recognized Paula as a leader in the field of language disabilities. She shares this distinction with her illustrious peers, previously so honored, including June Lyday Orton, Dr. Lauretta Bender, Dr. MacDonald Critchley, Dr. Edwin Cole, Dr. Lloyd Thompson, Dr. Richard Masland, Katrina de Hirsch, Sally Childs, Margaret Rawson, Beth Slingerland, Roger Saunders, and Aylett Cox.

Paula's early and continuing interest in students who fail to learn to read and spell easily began when she left her home in California in 1938 to attend the University of Pennsylvania in Philadelphia. There, she began work in the Language Clinic under the supervision and training of her uncle, Paul Dozier, who was both a Board certified neurologist and psychiatrist. Dr. Dozier, a graduate of Harvard Medical School, had worked during the summers in Maine as a private tutor for two young boys diagnosed by Dr. Samuel T. Orton with "strephosymbolia." Following his internship in Boston, Dr. Dozier attended Columbia University in New York for residency training. There he requested the opportunity to work with Dr. Orton at the New York Neurological Institute. The two men worked together for four years, and it was on the recommendation of Dr. Orton that Paula Dozier received a Rockefeller Fellowship to establish a language clinic at the Institute of the Pennsylvania Hospital for Neurological and Psychiatric Diseases. In this setting, where the work was modeled on Dr. Orton's language clinic in New York, Paula began to teach under the supervision of her uncle, Dr. Dozier. Her work, which has always included teaching, evolved to include teacher training, educational testing, and language assessments.

Paula often accompanied her uncle on his visits to consult with Samuel Orton in New York. She remembers that both Dr. Orton and his wife, June Lyday Orton, were vitally involved in the work and the success of the language clinic at the New York Neurological Institute. Dr. Orton took charge of the neurological and medical aspects of each student's case, and June Orton, along with managing the office and supervising tutors, did most of the educational evaluations. During these early years, Paula had the opportunity to get to know Dr. and Mrs. Orton as well as Anna Gillingham, as colleagues and friends.

In 1941, Paula Dozier married Dr. Howard P. Rome, a psychiatrist. This fortuitous union lasted fifty-two years and resulted in five children and, to date, twelve grandchildren.

Paula's uncle, Paul Dozier, joined the Navy in the spring of 1942, and following her graduation from college that year; Paula became the acting head of the Language Clinic. While in this role, she also worked as a consultant to the Lancaster Child Guidance Clinic. When Howard Rome, a Navy physician during the war, returned from his tour of duty in the South Pacific, the young couple moved to Washington, D.C. Dr. Orton kept in touch with Paula, and in addition to recommending her to Mrs. Elizabeth Kingsbury, the Director of the Remedial Reading Center in Washington, he asked Paula to take a part-time position in a private school in Spring Valley, Maryland. In addition, Paula continued tutoring the many children and adults referred to her by Dr. Orton.

Howard Rome accepted an offer to join the staff of the Mayo Clinic in 1947, and the young family set off for the Midwest. It was in Rochester that Paula first met Dr. Benjamin Spock, a pediatrician at the Mayo Clinic. Dr. Spock was familiar with the work of Dr. Orton, and he gladly referred children from his practice to Paula for educational testing and remedial teaching. There was not then, nor has there been since, a lack of demand for this help.

In 1950, Paula established the Reading Center in Rochester to offer the evaluations, consultations, and remedial therapy she had learned from Dr. Orton and Dr. Dozier. Although she initially worked alone, Paula soon trained others as tutors. Demand for the Reading Center's services continued to grow, and in 1956, Paula was joined by Jean Smith Osman who became Co-Director of the Reading Center in 1966. In 1990, the Reading Center became part of the larger, not-for-profit Dyslexia Institute of Minnesota, and Paula served as the President of the Board of Directors at the Institute's beginning.

In the forty-seven years since it was founded, the Reading Center and its Orton-Gillingham trained staff have helped thousands of adults and children who struggle with dyslexia. Under the guidance and teaching of Paula Rome and Jean Osman, hundred of parents, teachers, school administrators, and physicians from throughout the world have learned about dyslexia and the appropriate remedial techniques needed to give students the opportunity to succeed. Many trainees of the Reading Center have themselves launched successful training programs, broadcasting the seminal work of Samuel T. Orton and his colleague Anna Gillingham in ever widening circles. Numerous well-known leaders in the Orton Dyslexia Society and the Academy of Orton-Gillingham Practitioners and Educators, including Marcia Henry, Arlene

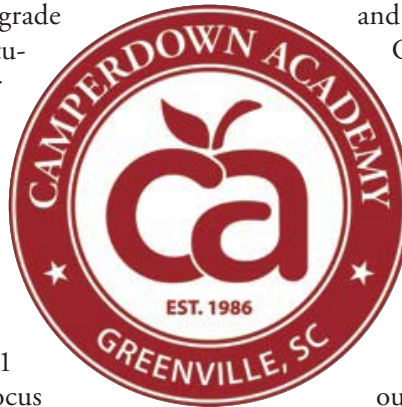
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Accredited Site Spotlight: Camperdown Academy

“Pretty good for a guy that didn’t think he would ever make it past third grade!”

That is how Garrison Taylor ends his story. It’s a story about his dyslexia, and about the formative time he spent at Camperdown Academy that prepared him to attain multiple college degrees and enjoy his chosen career path.

The despair Garrison remembers from his grade school years is a common emotion felt by students entering Camperdown Academy. For more than thirty years, the Greenville, South Carolina school has offered excellence in the education of dyslexic children by providing a 3:1 student to teacher ratio along with the Orton-Gillingham Approach. Struggling students arrive feeling worn down, overlooked, and different. Camperdown teaches children in grades 1 through 8 to be proud of their dyslexia, to focus on strengths while addressing weaknesses, and to cultivate advocacy skills. One hundred percent of our staff are trained in Orton-Gillingham and utilize the Approach across all content areas. Class sizes max out at twelve, with math being further broken down to a maximum of six students per class. In addition, each student in grades three and above receives a daily tutorial session in a 1:1 or 2:1 setting that allows the tutor to focus on the area(s) of greatest need.



That tutor becomes the advocate for each child and works closely with content teachers to insure that progress is on track, and gains seen during the tutorial period are translating to progress in the larger classroom setting.

The 98.8% high school graduation rate experienced by alumni has put Camperdown on the map nationally. This past school year, families from Colorado, New York, and Georgia relocated to the Upstate of South Carolina for the express purpose of enrolling a child at Camperdown Academy.

Camperdown’s approach has made educational milestones more attainable for children who are experiencing language-based learning disabilities. When education is individualized, students attain confidence as reasonable tasks are successfully completed. This confidence cultivates a constructive outlook of personal potential and achievability.

Dyslexic students learn best by doing, and Camperdown’s utilization of the Orton-Gillingham Approach has been an essential component of successful learning for students like Garrison and so many others.

For more information about Camperdown or to schedule a tour, please contact Dan Blanch at 864-244-8899. Visit the website: www.camperdown.org

Paula Dozier Rome (continued from page 4)

Reprinted from *Academy News*, June 1997

Sondag, C. Wilson Anderson, Kay Howell, and Mary Lee Enfield, received their introduction to dyslexia and their early training at the Reading Center.

It was in the early 1960’s that Margaret Rawson, who had worked with Dr. Dozier, contacted Paula and invited her to participate in the small but growing Orton Dyslexia Society. This invitation resulted in a close association that continues to this day. In the interim decades, Paula has served as the President of the Upper Midwest Branch of the Orton Dyslexia Society, which she helped to establish, as a member of the Society’s National Board of Directors, and as a Vice President to the National Orton Dyslexia Society on several occasions. Under Paula’s determined leadership, the First World Congress on Dyslexia was held in Rochester in 1976.

Paula has served as a consultant to numerous schools and training programs and has been an Adjunct Instructor for both Carleton College and Antioch College. She has written and co-authored numerous publications and has helped thou-

sands of people understand dyslexia and the difficulties faced by individuals with language processing problems. The Language Tool Kit, co-authored with Jean Osman in 1972, has been published in both English and Spanish and is the foundation of basic instruction for thousands of dyslexic students. In the course of nearly sixty years in the field of language learning disabilities, Paula has frequently been recognized and honored by local national, and international organizations for her service, dedication, and numerous contributions to the better understanding and welfare of children and adults with dyslexia. The words imprinted on the Samuel T. Orton Award presented to Paula Dozier Rome bear eloquent testimony to her life and work.

“Sensitive and thorough, teacher and friend to students, teachers, and physicians, her contributions to the Society have spread from a small Midwestern town to the distant corners of the globe. Her work has enlightened many as to the means by which one may help unburden the student perplexed by written language.”

Fellow-in-Training Q&A

Over a cup of coffee and bagels, Jenni Miller and Josie Calamari sat down to reflect on their journey through the Academy of Orton-Gillingham Practitioners and Educators' levels of certification. Both are currently Fellows-in-Training in the Atlanta area.

When did you start wanting to work towards Fellow?

JM: Taking Roadrunners (a year long Associate Level course at The Schenck School) was an eye opening experience. I had always loved language, so OG was a perfect fit. I couldn't wait to learn more. Teaching a whole group in a mentored school was a wonderful way to start, but honestly, tutoring is where I found my rhythm and when I learned the most. Working in the community, I realized how desperately our public school teachers need this knowledge. I began to work towards becoming a Fellow in hopes of bringing OG into our Greater Atlanta community.

JC: My story is very similar to Jenni's. That first class brought so much together for me. I wouldn't say I loved language; it was more a love-hate relationship. I learned to read adequately, but spelling was always a mystery to me. Then, the way OG instruction empowered students was as close to magic as I was going to get. Tutoring may have been the hardest thing I had taken on, but with each lesson and each student, I became more confident in my knowledge and skills. I decided to work on becoming a Fellow when I realized that I loved sharing that with my co-workers.

How have you approached fulfilling all of the requirements?

JM: I'm very list motivated. I immediately attacked the reading list and the student profile because those were the tangible things I could do. From there, it was about increasing my teaching experiences and taking courses from other trainers.

JC: I have to be honest. I needed Jenni's gentle push. I was motivated, but I needed to be accountable to someone else. I am very good with deadlines, so Jenni would set one for us. Working alongside each other, we had the opportunity to discuss tutoring students and learn from one another.

JM: I think having a depth and breadth to your tutoring practice is the first step. You have to have experience teaching ALL kids of ALL ages- not just the typical "Schenck" profile. I've actually learned the most from my middle school and high school students. Marcia Mann wrote this amazing article for the Academy newsletter a few years ago about what it means to be Certified. It was brutally honest and a little shell-shocking, but it was a really great way to understand the difference between being an Associate member versus a Certified member of the Academy.

How do you just "know it"?

JM: For me, it was important that I experience other trainers and learn from watching other styles of teaching. By doing that and tutoring a lot, I finally found my rhythm and my voice. More than anything, I think it is so important to ask questions and be curious.

JC: Practice and more practice. OG isn't like riding a bike. I don't know if you can leave it, come back, and pick up right where you left off. When we were in the Roadrunners class, I would decode billboards and explain spelling rules on road trips. My husband, after realizing I wasn't going to stop, would ask me why. Having to explain various elements of the language to someone with no background made me really consider the way in which I delivered information.

Was this always your dream? How did you avoid feeling competitive?

JM: Josie and I were so lucky to have similar work ethics and passion. Since her heart was in growing Schenck and mine was in developing OG in our community, we never felt competitive. We've always been able to provide each other feedback, disagree, grow, and learn from each other. Plus, I genuinely like her and want to see her succeed. There is more than enough work for all of us.

JC: Agreed! If one in five of our students are dyslexic, and most undergraduate programs (at least the ones I have encountered) don't provide preservice teachers with direction on how to implement phonics instruction, then schools will always need trainers to develop their staff. As Jenni said, I have always wanted to stay at The Schenck School, and she wanted to dive into the community. Our long-term dreams were always on parallel tracks!

How long does it really take?

JM: You can't be driven by a timeline. It is about when you are really ready. Everyone takes a slightly different path. You have to give yourself time to do all the things.

JC: You have to listen to your Training Fellow. He or she will be a good judge of when you are ready to apply for a specific level.

JM: Josie and I joke that I quit my day job to become a Fellow, and Schenck created a job for her to become one. It's really difficult to do all the training and supervision you need to do while teaching full time. Plus, you need to continue tutoring. To me, tutoring is what keeps your training authentic.

JC: When working specifically toward Fellow, you are juggling a lot. I didn't have my master's degree, so I had to add on graduate school. Again, don't be driven by anyone's timeline. I know Jenni will reach Fellow before me, and that is okay. I won't be far behind!

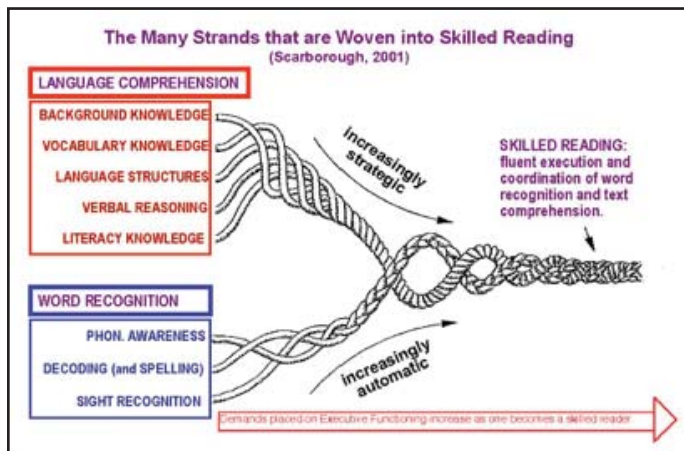
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Dr. Laurie Cutting and Dr. Maryanne Wolf speak at the Academy's Annual Conference

by Peggy Price, FIT/AOGPE

Attendees at the Academy's Annual Conference in Atlanta, Georgia were privileged to hear keynote addresses from two leading neuroscientists in the field of literacy research. Laurie Cutting, Ph.D., gave the keynote address on Friday, April 1, 2016. Dr. Cutting is a Patricia and Rodes Hart Professor of Special Education, Psychology, Radiology, and Pediatrics at Vanderbilt University in Nashville, Tennessee. She is also a Senior Scientist at Haskins Laboratories and a member of the Vanderbilt Brain Institute as well as the Center for Cognitive and Integrative Neuroscience at Vanderbilt University. Dr. Cutting's research focuses on brain behavior relations in children and adolescents, with a particular emphasis on reading disabilities, language, and executive function. Her informative talk, "Unraveling the Components of Reading Comprehension: Neurological and Cognitive Factors," explained the role of executive function in reading comprehension.

Reading comprehension is the ultimate goal of reading, yet it eludes many students for a variety of reasons. Scarborough's Braid explains reading as two strands of word recognition and language comprehension, which each have multiple component skills. Students who have poor word recognition, but are strong in language comprehension, are identified as having dyslexia. They may struggle with reading comprehension, but it is due to poor decoding skills. Once they can efficiently decode, they are likely able to understand what they read.



Students who can easily decode words but struggle with reading comprehension are thought to have "specific reading comprehension deficits." In this case, reading comprehension could suffer due to deficits in oral language and/or executive function.

Executive Function refers to higher order skills sub-served by the brain's frontal lobe. Examples of Executive Function (EF) skills include working memory, planning, organization, inhibition, and self-monitoring. We need executive functioning to organize mental processes for goal-oriented behavior. Dr. Cutting's research lab investigated if EF predicts reading comprehension deficits. If so, how does EF fit into Scarborough's Braid? Through neuroimaging, Dr. Cutting's team found that EF appears to be crucial to reading comprehension.

Different texts demand different levels of EF from the reader. More specifically, expository or informational texts require more EF than narrative text. Neuroimaging studies show that while

narrative text activates areas thought to be related to social cognition, expository text activates the dorsal lateral prefrontal cortex, thought to be related to EF. This finding has important instructional implications. On the surface, expository text can sometimes appear easier based on the number of words in a sentence, but may still be more challenging to comprehend.



EF is predictive of reading comprehension and is a crucial component weaved into both strands of Scarborough's Braid, word recognition and language comprehension – not a third strand. Neuroscientists understand that reading is not localized to one part of the brain, but rather requires vast and efficient functional connectivity (how different areas of the brain connect and work together). When research participants are asked to read words in isolation, they activate their left middle temporal gyrus, associated with phonological processing. When asked to read passages, additional areas of the brain activate, such as the left angular gyrus that is associated with building global coherence. Our brain uses flexible neural networks depending on the reading task.

In sum, reading comprehension requires both word recognition and language comprehension. EF is necessary for each strand to work efficiently toward the goal of reading comprehension. If we imagine our brain as having an executive assistant to ensure we know how to tackle tasks, tie elements together, and get things done, in this case reading and understanding a text, this is Executive Function. EF slowly develops with age; therefore, teachers should be thoughtful when introducing expository text to younger students. Background knowledge is important for reading comprehension, but research studies have shown that background knowledge alone does not explain reading comprehension difficulties.

As Orton-Gillingham practitioners, we use the OG Approach to teach each element of Scarborough's model as needed to ensure each of our students can comprehend what they read. Reading comprehension cannot occur until the student has automatic word recognition, but word recognition alone may not result in comprehension.

Dr. Maryanne Wolf gave the second keynote address on Saturday, April 2nd, on "How the Reading Brain Teaches Us to Think." Dr. Wolf is a John DiBaggio Professor of Citizenship and Public Service Eliot-Pearson Department of Child Development. She is also the Director of the Center for Reading and Language Research at

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Dr. Laurie Cutting and Dr. Maryanne Wolf speak... (continued from page 7)

by Peggy Price, FIT/AOGPE

Tufts University in Boston, Massachusetts. She is the author of the best-selling *Proust and the Squid: The Story and Science of the Reading Brain*.

Dr. Wolf reminded the audience that reading is a cultural invention; we are not born wired to read. Taking preexisting brain structures, such as our ability to visually discriminate objects, and understand and use language, our brain learns something new – reading – through neuroplasticity within limited neural structures. Multiple exposures to a word, or orthographic patterns in the visual word from areas of the brain, lead to the creation of a



Dr. Maryanne Wolf

reading circuit. A typical reader may only need a few exposures to a word, but a dyslexic reader may need ten times more repetition. This speaks to the importance of the OG principles of teaching to automaticity and delivering instruction at the student's pace of mastery, instead of using a set program.

We can never assume students will automatically create their own reading circuit without diligent instruction. Dr. Wolf outlined the necessary components of literacy instruction through the acronym POSSM (phonemes, orthography, semantics, syntax, and morphology). Each element must be taught explicitly. Semantics, or vocabulary's role, includes polysemy or multiple word meanings. When students are taught multiple word meanings at an early age (e.g., tracks, jam, stamp, wave), they learn cognitive flexibility. In one of Dr. Wolf's famous quotes, she reminds us that, "the more you know about a word, the faster you will read and comprehend that word." Similar to Dr. Cutting's keynote, we cannot assume that once a student can decode a word, they will know what it means. For individuals with dyslexia, there may be deficits in phonological processing, rapid naming, or both (known as the double deficit).

Dr. Wolf shared a future research goal of earlier identification of those at risk for dyslexia by generating a genetic profile by age five. What does intervention for dyslexia look like before age five? Recent research with intensive music training and language enrichment yielded stronger gains than the average twenty-minute music class per week. Dr. Wolf urged all attendees to fight to keep arts curriculum in schools.

Reading is a reflection of our physiology and society. Brain circuitry is malleable based on environment. With that said, is learning to read on a screen different than reading from a book? Yes! The digital age brings both advantages and disadvantages to developing, struggling, and skilled readers. A disadvantage of our burgeoning digital culture is that it fosters surface skimming versus deep reading. Perhaps you are reading this on a screen right now. Hopefully, you are riveted to each word in this article and not scrolling up or down or opening other tabs in your browser. Reading online requires less sustained attention than is needed to comprehend rich and complex text. On the other hand, an advantage to screen reading is that we are interacting with text at a voracious rate. We read approximately 100,000 words a day, even if the reading is fragmented and episodic. Reading on a screen cannot be stopped, nor should it be. Rather, Dr. Wolf advocates the development of a biliterate brain, where we can easily shift from surface skimming and deep reading depending upon the reading task. Another advantage of the proliferation of screens is greater access to underserved populations. Dr. Wolf is currently conducting research in Ethiopia, Uganda, and South Africa through Curious Learning: A Global Literacy Project to bring tablets with software to teach children how to read. Reading is a basic right and a global social justice issue. If we can lower illiteracy, we can also decrease poverty and improve global health.

A champion for the OG Approach, Dr. Wolf personally shared how one of her sons struggled with dyslexia and ultimately triumphed through OG tutoring under the expertise of Mary Briggs, F/AOGPE.

Both Dr. Cutting and Dr. Wolf spoke of the immense complexity and interplay between biology and environment that can help or hinder the creation of this amazing reading brain. Dr. Cutting spoke of the importance of Executive Function, and Dr. Wolf spoke of the need for deep reading, which both require sustained attention, to understand what is read. The message of both keynotes is that environment – teacher instruction – matters greatly, and we cannot assume our children will either learn to read, or understand all that they can read, without a skilled, highly-trained, and patient teacher.

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](#)

Socratic Questioning: A Critical Component of OG Instruction

by Trudy Stegelman Odle, F/AOGPE

A core principle when implementing the Orton-Gillingham Approach is the use of Socratic questioning throughout the lesson. This is frequently not emphasized enough when we describe our OG Approach to others. However, Socratic questioning is the essence of what engages the student and teacher in a rich, ongoing dialogue that keeps the learner and the teacher in that “zone of proximal development” that is productive. It is a critical piece of the diagnostic-prescriptive process that takes place every minute of every lesson. It is highly effective for learning, and not only do our students become actively engaged and motivated as they develop skills, but our teachers so often find a renewed deep joy of teaching when combining their OG knowledge with this lively, interactive process.

In *Proust and the Squid*, Maryanne Wolf’s review of concepts from Socrates and Vygotsky clearly reinforces the power of Socratic questioning used in our Orton-Gillingham Approach. Wolf wrote that Socrates actually expressed resistance to the reading process as a valid way to learn. As the master of oral dialogue to generate higher-level thinking, Socrates described written language as “dead discourse” that freezes thought in time. He stressed the critical process of oral inquiry and dialogue between teacher and student as “living speech” that guides the student to deeper level thinking. She also noted that the famous Russian psychologist, Lev Vygotsky, “held that the social interaction between teacher and learner plays a pivotal role in developing a child’s ever deepening relationships between words and concepts.” In Orton-Gillingham tutoring, the knowledgeable inquiry process and warm and lively interaction between the tutor and student forms a strong basis for success.

The following list of principles from the Role of Socratic Questioning in Thinking Teachers and Learning applies to OG tutoring when engaging in Socratic dialogue:

- Respond to answers and errors with a further question (that calls upon the respondent to develop his/her thinking in a fuller and deeper way)
- Seek to understand the ultimate foundations for what is said and follow the implications of those foundations through further questions
- Treat all assertions as a connecting point to further thoughts
- Treat all thoughts as in need of development
- Recognize that any thought can only exist fully in a network of connected thoughts. Stimulate students — through your questions — to pursue those connections
- Recognize that all questions presuppose prior questions and all thinking presupposes prior thinking.

What types of skills must our tutors have to be able to think with, and ahead of, our students and generate the necessary questions to drive this Socratic questioning and diagnostic-prescriptive teaching process? In keeping with the theme of classical thought in this article, I submit that our tutors must develop a broad and deep foundation of knowledge, understanding, and wisdom.

First, Orton-Gillingham tutors/therapists need to complete the Academy coursework to arm themselves with a solid foundation of knowledge. This is the foundational content knowledge that we acquire through the rigorous process of mastering concepts in these subject areas: principles and methods for applying the Orton-Gillingham Approach for reading and written language intervention, the structure of language at all levels, how students learn to read and what disrupts this process, assessment of dyslexia and learning, what research is telling us about brain function and learning, which types of intervention do and do not work, the emotional and social impact of dyslexia and learning disorders, and how other disorders can interact with dyslexia.

Second, we apply our knowledge to develop deeper understanding. This is the role of the practicum experience. Moving from course to practicum is like the difference between reading a book on surgery and actually performing surgery. Many of us became educators because we are usually good or great book learners. However, no one can take the next step into synthesizing all of the above content and applying it consistently without ongoing mentoring and support from knowledgeable mentors, such as our Academy teaching Fellows.

While practicing the basics of formulating, implementing, and pacing lessons, it is during the practicum that we learn how to weave thoughtful, Socratic questioning techniques into each step of our lessons. To introduce new learning, we lead off with discovery of a concept through a combination of crafting careful examples and by asking well thought-out questions. Perhaps the most critical and difficult to learn (and what makes OG tutoring so very distinctive compared to other approaches), is the ability to observe student responses at each step of the lesson and make error corrections by asking a question each time. What we sometimes refer to as “error correction techniques” or “error repair” is actually where some of the deepest tutor knowledge must be employed. We must internally analyze the student’s error, understand the likely reason behind it, and know which question to ask to move the student another step forward.

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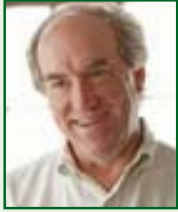
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Socratic Questioning: A Critical Component of OG Instruction (continued from page 9)

by Trudy Stegelman Odle, F/AOGPE

Third, mature understanding requires *wisdom*. “Wisdom implies a blending of knowledge, experience, understanding, common sense, and insight. It also calls one to perform an action with the highest degree of adequacy and to avoid wrongdoing. It often requires control of one’s emotional reactions so that the universal principle of reason prevails to determine one’s action.” (Wikipedia)

Wisdom is the ultimate goal of the OG tutor training process. It implies using good judgment in all decisions. It does not emerge fully formed at the end of training, but wisdom is encouraged from the beginning and continues to develop over time. By developing wisdom, tutors/therapists learn to understand and judge how to instruct each student at each age and ability level within the scope and sequence that we cover. It requires us, as teaching Fellows, to ask those questions that guide our trainees to integrate their broader experiences and understanding as they progress through training. At this level, tutors apply the judgment needed for the pacing of each lesson, correcting weak areas, and moving to new concepts. We learn how to maintain a positive, supportive attitude when faced with an emotional, frustrated, or inattentive student. We learn what not to say as much as what to say. And this, like

all areas of learning in this field, is a life-long process.

As one of my college instructors once said, “Just remember that, for our dyslexic students, there are no cookbooks or bandwagons.” So, when we are asked this question about OG tutoring — “Is there an app, a workbook, or a manual for that?” The answer is a resounding no. The core of success for our students is to receive lively, active OG instruction from our tutors/therapists who have acquired deep knowledge, understanding, and wisdom.

Sources:

The Role of Socratic Questioning in Thinking, Teaching, and Learning. The Foundation for Critical Thinking, (n.d.) Retrieved May 23, 2016, from <http://www.criticalthinking.org>

Wisdom. (n.d.). Retrieved June 01, 2016, from <https://en.wikipedia.org/wiki/Wisdom>

Wolf, M., & Stoodley, C. J. (2007). Proust and the Squid: The Story and Science of the Reading Brain. New York, NY: Harper.

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A Tribute to My Mentor

by Susie van der Vorst, F/AOGPE

When I first met Diana Hanbury King, I never imagined that she would become so influential in my life and such a dear and beloved part of my inner circle. I must admit, I was a bit intimidated by her at first. She had a reputation as an all-knowing, no-nonsense woman. Her formidable demeanor and aristocratic British accent only added to my trepidation. And yet, her knowledge and wisdom were so inspiring, I wanted to get closer to her and learn from her.

I asked her to observe me in my first year of Orton-Gillingham training. I was nervous about the feedback she would provide; however, she always helped me to grow, meeting me where my understanding was and leading me forward without making me feel inferior.

Diana has always instilled a desire in those with whom she works to push them further. The goal is gaining a better understanding of the structure of English and how best to reach each and every child. Watching her engage with a child is so magical. She analyzes her students right away and understands their strengths and challenges, building them up almost seamlessly. From the start, I wanted to replicate the way she helps children. Diana gives honest feedback, but she also learns from the people she has trained. One of the biggest compliments she ever paid me was when she liked an activity I had added to make my lessons cognitively engaging. For nearly thirty years, she has been training and mentoring me, and I wouldn't be the teach-

er, trainer, or mother that I am without her influences along the way.

Diana inspired my husband and I to start a camp that would mimic much of the tenets of her summer camp. Although I thought it was a meager attempt at replicating her program, she has stated that she knew Camp Spring Creek was good, but she never realized just how good it was until she came to spend a week with us last summer.



Diana Hanbury King

Diana has a huge heart and has made such a wonderful contribution to the lives of so many. She has helped many individuals with dyslexia find their natural talents and overcome their language challenges. She has educated many parents and taught them how to advocate for their children. Most importantly, she has shared and continues to share her expertise with many practitioners, whether they are parents, teachers, or tutors. She shares her knowledge and experiences to make as much of an impact on the field of education as one person can possibly make.

She continues to help parents and teachers, and the children they serve, by putting as many experiences and examples into her most recent books.

Diana steered me toward my passion, and she enriches my life with each encounter. She is a dear friend and mentor, and I owe her so much gratitude for the person I have become today.

IDA Update (continued from page 3)

by Sheila Costello, F/AOGPE; President, Board of Trustees, AOGPE

IDA Certification	AOGPE Certification	IDA Initial Certification	IDA Annual Certification Dues	Annual IDA Dues for active AOGPE members holding both certifications
Dyslexia Practitioner	Associate	\$220.00	\$250.00	AOGPE \$90.00 + IDA \$175.00= \$265.00
Dyslexia Therapist	Certified	\$270.00	\$300.00	\$150.00 + \$200.00= \$350.00
Dyslexia Therapist	Fellow	\$270.00	\$300.00	\$250.00 + \$200.00= \$450.00

Also note that these fees do not include IDA membership, which for a professional member is an additional \$95.00/year. All this information is also available on the IDA website; www.dyslexiida.org.

Speakers at the 2016 AOGPE Conference

by Dawn Nieman, F/AOGPE

The AOGPE's 17th Annual Conference - "The Dynamics of Dyslexia" - was held at the Atlanta Marriott Buckhead Hotel and Conference Center in Atlanta, Georgia. Before the conference started, fifty people went on a tour of the Schenck School on Thursday, March 31. While there, attendees were able to see the building, classroom setups, and watch lesson demonstrations to get a better understanding of how children with dyslexia are remediated in this Academy Accredited School. Our thanks to the Schenck School for opening their doors.

It is exciting to report that there were a total of 345 attendees, 235 of them being current Academy members.



The Yoshimoto Scholarship for Public School Teachers went to **Janel Stover**, A/AOGPE from Hawthorne Elementary School, Duluth, GA.

There were numerous experts who presented at the conference.

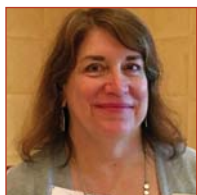


Friday's sessions started with our keynote speaker **Laurie Cutting, Ph.D.** Her presentation was titled "Unraveling the Components of Reading Comprehension: Neurological and Cognitive Factors."

Several people spoke at the conference on Friday, April 1st throughout the day. Their name, photo, and title of their presentation appear below.



Early Intervention: Why it Matters and Exactly How to Do it, by **Diana Hanbury King**, Founding Fellow/AOGPE, Lakeville, CT



Dynamic Diagramming for Dyslexics, by **Janet Street**, FIT/AOGPE and **Lisa Murray**, FIT/AOGPE, The Schenck School, Atlanta, GA



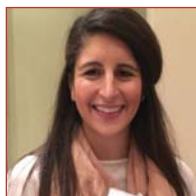
Making Morphemes Multisensory and Magical, by **Reba Walden**, FIT/AOGPE, Granite Falls, NC and **Alice Rullman**, FIT/AOGPE, Nowland, NC



Navigating the Academy's Application Standards, by **Norma Jean McHugh**, F/AOGPE, Smyrna, GA



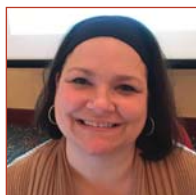
Decoding a Psychological Report, by **Leslie Stuart**, Ph.D., Private Practice, Atlanta, GA



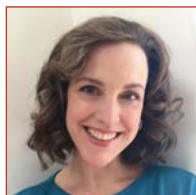
Knowing What You Read: Teaching Comprehension, by **Josephine Calamari**, FIT/AOGPE, The Schenck School, Atlanta, GA



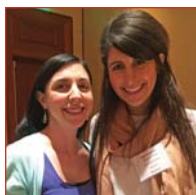
OG and Braille: Unlikely Approaches Unite, by **Jill Dejak**, FIT/AOGPE, Longleaf Academy, Southern Pines, NC



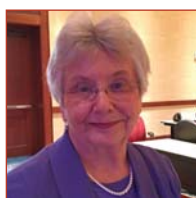
AOGPE Online Application - Q&A session, by **Alicia Sartori**, Executive Director, Academy of Orton-Gillingham Practitioners and Educators, Amenia, NY



The Role of Syntax in Teaching Reading Comprehension: Bridging the Gap, by **Cynthia Davis**, FIT/AOGPE, Riverside School, Richmond, VA



The 1, 2, & 3's of Teaching Dyslexic Learners Math, by **Jennings Miller**, FIT/AOGPE, Private Practice and **Josephine Calamari**, FIT/AOGPE, The Schenck School, Atlanta, GA



A Handy Tool: The OG Skills Guide, by **Susan Santora**, F/AOGPE, Learning House, Guilford, CT



Innovative Sequencing of Language Structure for Older Students, by **Fay Van Vliet**, F/AOGPE, The Reading Center, Rochester, MN

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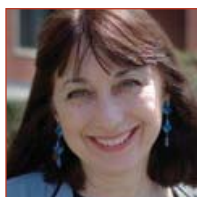


Behavior Strategies for the Reluctant Learner, by **Danusia Pawska**, BCaBA, Achieve Fluency, LLC, Stamford, CT



Classroom Educator Round Table Discussion, by Panelists: **Susie van der Vorst**, F/AOGPE, **Dawn Nieman**, F/AOGPE, **Peggy Price**, FIT/AOGPE, and **Marcia Ramsey**, FIT/AOGPE

Friday sessions were followed by an annual membership meeting and reception.



Saturday's keynote speaker was **Maryanne Wolf, Ph.D.** Her presentation was titled "How the Reading Brain Teaches Us to Think."

Several people spoke at the conference on Saturday, April 2nd throughout the day. Their name, photo, and title of their presentation appear below.



Improving Motor Memory From the Start, by **Susie van der Vorst**, F/AOGPE, Camp Spring Creek, Spruce Pine, NC



Morphology for Intermediate & Advanced Skill Level Learners, by **Cynthia E.C. Tsianco**, Learning House, Guilford, CT



Getting Ready to Read the Orton-Gillingham Way, by **Beth Moore**, F/AOGPE, Joppa, MD



Handwriting: Research to Practice – Should We Teach Print? Cursive? Keyboarding? by **Diana Hanbury King**, Founding Fellow/AOGPE, Lakeville, CT and **Karen Leopold**, F/AOGPE, Boulder, CO



Vowel Teams: The Essentials, by **Jennings Miller**, FIT/AOGPE, Private Practice, Atlanta, GA



It's All in the Brain, by **Tina White**, Greengate School, Huntsville, AL



Progress Monitoring: What is it Good For? by **Sandra Donah** and **Alicia Ziegler**, Western Massachusetts Learning Center for Children, Holyoke, MA



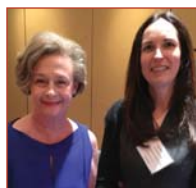
Dream Revival: Teaching and Re-teaching the Adult Dyslexic, by **Foster Soules**, F/AOGPE, The Schenck School, Atlanta, GA



Writing and the Brain ... or is it Brian? by **Jeanine Englert**, C/AOGPE, Holy Innocents' Episcopal School, Atlanta, GA



Adapting Orton-Gillingham for Public School Small Groups, by **Cathy Wyrick**, F/AOGPE, **Lynn Lamping**, FIT/AOGPE, **Kathy Robinson**, FIT/AOGPE, and **Leslie Dale**, C/AOGPE, The Blosser Center for Dyslexia Resources, Portland, OR



Got Metacognition in Your Lesson? by **Emily Craig**, FIT/AOGPE, and **Lisa Buschek**, A/AOGPE, Triad Academy at Summit School, Winston-Salem, NC



Motivating the Reluctant Writer: Case Studies from Kildonan, by **Kathleen Stewart**, FIT/AOGPE and **Laurie Cousseau**, F/AOGPE, CALT, The Kildonan School, Amenia, NY



Morphology 101, by **Peggy Price**, FIT/AOGPE, Stern Center for Language and Learning, Williston, VT

Our gratitude to the following presenters who held their sessions on both Friday and Saturday:



The Brain: Dyslexia and Orton-Gillingham, by **Heidi Bishop**, F/AOGPE, Director, Teacher Training Program, Camperdown Academy, Greenville, SC

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Making Sense of Test Scores and Assessment Jargon, by **Suzanna Greer**, F/AOGPE, Director of Language Development Tutorial Program and **Christine Smith**, C/AOGPE, Coordinator for In-House Teaching, Camperdown Academy, Greenville, SC



Problems?? Let's Talk Solutions, by **Ellen Hill**, F/AOGPE, The Schenck School, Atlanta, GA



Testing to Teaching: Linking Assessment to Instruction and Teacher Training Model at The Rose Institute for Learning and Literacy, **Pledger Fedora, Ph.D.**, F/AOGPE, Professor/Director of the Rose Institute for Learning and Literacy, Manhattanville College, Purchase, NY



Multisensory Techniques and Mnemonics to Keep Your Lessons Effective and Fun, by **Karen Leopold**, F/AOGPE, Boulder, CO



Enhancing Orton-Gillingham Instruction with the iPad, by **Christi Kubeck**, A/AOGPE, Language Tutorial Second Grade Instructor and **January Reed**, A/AOGPE, Language Tutorial Third Grade Instructor, The Fletcher School, Charlotte, NC



Exploring Assistive Technology Solutions for Learning Disabilities, by **Carolyn P. Phillips**, Program Director and Principal Investigator, Tools for Life, Atlanta, GA



Education Law: Win the Case, Lose the Child, by **Alexis L. Greenberg**, Attorney at Law, The Law Offices of Alexis L. Greenberg, New York, NY



Multisensory Keyboarding Using Diana H. King's Keyboarding Skills and Google Docs, by **J. Concha Wyatt**, F/AOGPE and **Karen Edwards** OGCE/AOGPE The Key School and Learning Center at Carolina Day School, Asheville, NC



Fellow-in-Training (FIT) and The "Sound" Approach, by **Rosalie Davis**, F/AOGPE, Associate Head of School, The Schenck School, Atlanta, GA

An enormous thank you goes out to the conference planners Amy Lawrence and Alicia Sartori!

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Basic Facts About Assessment of Dyslexia: Testing for Teaching, Written by Susan C. Howell, Rebecca H. Felton, Pamela E. Hook

by Corbin Bettencourt, FIT/AOGPE

This book is a quick read, yet it contains a very thorough presentation of facts surrounding reading problems, more specifically, dyslexia, diagnosing it, and then how to use that knowledge. *Basic Facts About Assessment of Dyslexia: Testing for Teaching*, is written in a friendly approach for teachers and parents. The authors remind the reader, “the development of good reading comprehension is...the main focus and ultimate goal of reading instruction.”

An explanation of the English language lays the groundwork for the book. Our language is based on an alphabetic writing system where there is a relationship between the spoken sounds and their spellings as well the “origin of words and their meanings.” This can make learning to read complicated for many. Alphabet knowledge, phonemic awareness, phonics, automatic recall, vocabulary growth, and comprehension, taught in a systematic and structured, multisensory way constitute high-quality teaching of reading. It is a process influenced by all of the components as well as oral language.

As teachers we ask, why do so many children struggle when it comes to learning to read and spell? If we know the profile of each struggling student, the outcome for the student we are teaching is likely one that is positive.

The authors tell us “learning disabilities are the most prevalent special education category and ... dyslexia is the most common specific learning disability.” We realize those who are invested in the development of the child need to know what to look for, so that early identification of struggling developing readers can happen. They quote Dr. Sally Shawitz, of Yale University, who says, “Dyslexia is one of the most common and most carefully studied of all the learning disabilities, making up 80% of all diagnosed learning disabilities. The definition of dyslexia literally means difficulties with (dys/dis) accessing the lexicon or writing system (lexia).” It is helpful for parents and teachers to understand the definition of dyslexia so that they will be able to recognize its symptoms. Likewise, they will understand that it is “neurobiological or brain-based.” However, it must be understood, write the authors, that children who have dyslexia may continue to struggle with reading and spelling even though they have experienced effective classroom instruction. These children often excel in other academic disciplines. How puzzling for parents and teachers and even the students!

Confirmed by the authors, difficulty with reading leads to less reading, which in turn leads to a narrower vocabulary that could ultimately impact other academic areas. In addition, there may be an emotional impact because reading is necessary for one to be successful in school.

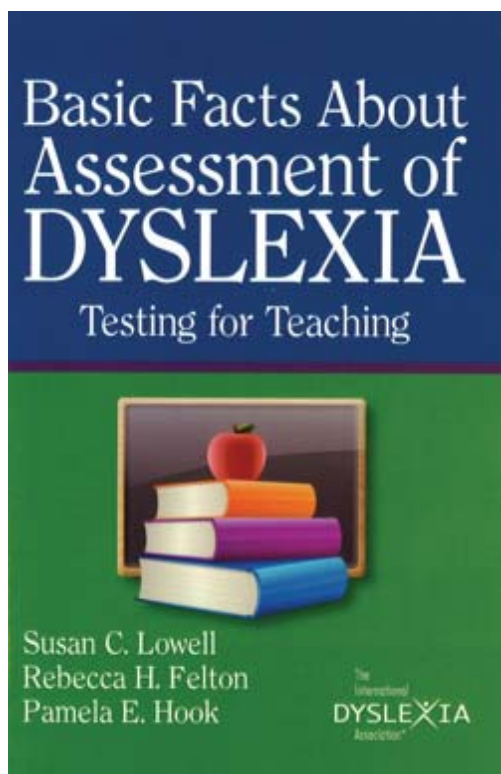
“Dyslexia can be mild, moderate, or severe.” If parents and teachers recognize the warning signs of dyslexia, intervening with direct and systematic instruction may begin. Children can develop an understanding of dyslexia and learn self-advocacy skills to describe their learning needs to serve them through their academic endeavors and into the workplace. Effective early intervention with appropriate support may enable students to catch up and become more fluent and derive pleasure from reading. However, this warrants careful assessment, “to determine the best treatment or course of action.”

Developing a reading curriculum involves ongoing learner assessment. Patterns emerge in the results that indicate areas of difficulty for certain students. Universal screening, progress monitoring, outcome testing and in-depth diagnostic testing are types of assessment discussed. The discussion includes test design, reliability and validity, and how they are scored and interpreted, the frequency of administration, and the purpose of the different types of tests. A well-designed assessment battery has “many different kinds of measures to get a complete picture of a student’s individual pattern of strengths and areas of need.”

If a student continuously struggles, it is important to seek evaluation for dyslexia. Areas of need that coincide with

the symptoms of dyslexia, as stated in the definition adopted by the International Dyslexia Association and the U.S. National Institutes of Child Health and Human Development, “should be carefully considered and several components should be directly evaluated.” Assessing dyslexia is based on each component of the definition and must be administered by credentialed professionals. The results of the testing becomes part of the student’s academic record and documents “the presence of a disability and provides valuable information about student achievement and progress.” For a person who has dyslexia, updating assessment throughout the academic and professional career, provides “needed information about the presence of this most common learning disorder.” Testing informs how to address the individual’s specific deficits.

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Basic Facts About Assessment of Dyslexia ... (continued from page 16)

The authors make the point that crafting supportive individualized intervention for the dyslexic requires the careful utilization of the testing results. Intervention addresses “what to teach and how to teach it.” The nature of the individual’s deficit may be in “one or more of the phonological processing skills that are important for reading.” Resulting recommendations will call to link appropriate instruction taught “by a highly trained teacher who is very knowledgeable about the structure of the language.” They remind us that often students with dyslexia also need accommodations (no change to the content) that allow the students to show what they know without penalty for their disability, or modifications to “curriculum expectations to meet the specific needs of the individual students with dyslexia. Information about the specially designed instruction as well as accommodations and modifications to the regular education program should be clearly described in the IEP.”

In closing the authors state, “[T]he remedy for dyslexia, the most common specific learning disability or disorder, is instruction. U.S. federal law calls this ‘specially designed instruction,’ and a well-conducted evaluation illuminates the student’s particular strengths and weaknesses. Assessment

generates the student’s unique learning profile, which is the first step in designing a learning plan that will help the struggling reader become a competent reader and writer.”

I appreciate the methodical style in which information is given in Basic Facts About Assessment of Dyslexia: Testing for Teaching. The authors begin with the process of becoming a reader and bring to light the frequency of the presence for reading problems, dyslexia being the most common. Next, they discuss how constructing a reading curriculum, within which students thrive, calls for various types of assessments. For a child who exhibits a pattern of struggles, assessments for curriculum planning may lead to a clinical evaluation. It is how assessments such as these guide preparation for teaching and access to services for those who have dyslexia. A worried and frustrated parent or teacher of a struggling reader would find the straightforward presentation of facts, made by Howell, Felton and Hook, in Basic Facts About Assessment of Dyslexia: Testing for Teaching, useful and liberating.

The book is available in paperback through www.dyslexiaida.org

Fellow-in-Training Q&A (continued from page 6)

JM: That’s not to say it isn’t possible to be a full-time teacher and become a Fellow, but it will take you longer. Life tends to happen while you’re going through the whole process. 2015 was a wild year for us. Josie had twins, and I got married. You have to give yourself permission to live. Your Training Fellow will know when you’re ready- she’ll set you free and let you fly.

If I’m interested in working through the Academy to become a Fellow, what advice would you give?

JM: Just like having a depth and breadth within your tutoring practice, if you want to be a Fellow, you need to have the depth and breadth to give to your trainees. I’ve learned so much this past year working with public school teachers. At Schenck, I had access to printers, a quality computer, involved parents, and healthy, safe, well-fed children. Our public school teachers, especially those working in the schools that need OG the most, don’t have those things. Trying to tailor a training that reaches those teachers, while adjusting for their time constraints, was eye opening. On the flip side, working within an affluent non-OG focused private school is also a unique experience.

JC: Becoming a Fellow is all about wanting to train teachers. It is the passion for training others that helps you get through the highs and lows of the process. If you don’t have that desire, the process will feel interminable.

It’s been such an amazing gift to have one another. Whatever level you’re working towards, having a cohort or a partner helps when things feel unattainable. Remember this: Lucy wouldn’t nearly have been as funny without Ethel!

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What Would They Be Thinking Today?

by Angie Wilkins, Founding Fellow/AOGPE

If Dr. Samuel Torrey Orton and Anna Gillingham were alive today, what would these remarkable visionaries be thinking? Might the Orton-Gillingham Approach look different? The below comments are intended to encourage reflection and to emphasize the need to be open-minded and flexible in our modern world while maintaining the highest standards of science and education.

Advancing at a phenomenal rate, the integration of the fields of neuroscience, cognitive and behavioral psychology, technology, and education has already had an impact in our classrooms. It is therefore vital to ask ourselves, “What are the inherent advantages, and what are the cautions, that accompany this rapidly growing body of knowledge?” To ask, in fact, is our responsibility.

Dr. Orton believed strongly in a multidisciplinary approach to understanding dyslexia and designing effective treatment. Remarkably, and in the belief that education was the key to helping individuals with a specific language disability, Dr. Orton furthered his existing education by earning a master’s degree in education. This was a most unusual step for a psychiatrist and pathologist.

In 1946, Dr. Orton wrote, “Whether or not our theories are right. I do not know . . . I don’t claim them to be a panacea for reading troubles, but I do feel that we understand the blockade which occurs so frequently in children with great minds.” When asked what was her husband’s legacy, Dr. Orton’s widow responded that she felt his greatest contributions were devoted to “three major fields of investigation: 1) studying the children, 2) revising remedial methods, 3) underlying all, studies of the physiology of the brain.” More than eighty years later, we can still appreciate how truly remarkable his insights were in the field of education.

The dynamic collaborative model of Dr. Orton and Anna Gillingham presents us with not only a remarkable legacy, but also with an enormous challenge. We can only imagine how Anna Gillingham’s thinking, her theories, and her approach might currently look. One thing we know for certain, the heart and soul of the Gillingham-Stillman Manual would remain much as it is today. Having undergone numerous revisions subsequent to her final edition (1960), the Manual would certainly continue to reflect new scientifically valid advances. Based on June Lyday Orton’s view of her husband’s legacy, I offer a few thoughts about what our founders might be investigating today. I hope those thoughts serve to remind us of Orton’s remarkable insights. Indeed, he opened the possibility that we will gain additional tools to help dyslexics read more efficiently.

“Underlying All, Studies of the Physiology of the Brain”

I believe that there is a pressing need to return to Orton’s model of a multidisciplinary team approach. For the 50th celebration of the International Dyslexia Association, founded in memory of Dr. Samuel Torrey Orton, Margaret Rawson and Dr. Roger Saunders succinctly summarized Orton’s dedication to dyslexia study:

The differences are personal;
The diagnosis is clinical;
The treatment is educational;
and the understanding is scientific.

It follows that Orton’s multidisciplinary approach is the most effective and logical model for the study and treatment of dyslexia. Close collaboration among scientists, cognitive and behavioral psychologists, speech and language pathologists, and educators is needed today in order to establish mutual respect and the translation of profession-specific terminology to a common vocabulary that facilitates accurate communication. Collaboration exists today but not in Orton’s close, day-to-day creative model. Despite prodigious advances in each of these fields, application lags woefully behind. Too frequently, vital scientifically valid information does not reach classroom teachers and, therefore, our children. Many teachers have little, if any, knowledge of the science of reading. Conversely, scientifically-based educational research is frequently unknown to scientists. In his book, *Reading in the Brain*, Dr. Stanislas Dehaene wrote, “Although much still remains to be discovered, the new science of reading is providing increasingly precise answers to many question that have plagued the field of reading for decades.” Advances in brain imaging techniques over the past decades (EEG, fMRI, MEG, and DTI) enable neuroscientists to progress beyond Phase I -identifying specific areas of brain function to Phase II- understanding the complexity of the neuronal networks of the reading brain. Taking into account the brain’s remarkable plasticity, the question arises regarding potential implications for intervention. For example, MEG¹ studies reveal that the reaction time of the dyslexic brain at the moment of visual recognition of a symbol is markedly slower than is that of the non-dyslexic brain. Is it possible, then, to target instruction in order to strengthen the reading circuits for children with dyslexia? Is it possible to improve an individual’s reaction time, processing speed, working memory, or executive functioning? If so, I believe that the answer lies in the close collaboration of scientists and educators. Knowledge gained in a laboratory should not stay in the laboratory. Too few teachers are aware of the science of reading and few researchers have first-hand

[1] *Magnetoencephalography a non-invasive measurement of ongoing brain activity on a millisecond-by-millisecond basis*

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knowledge about the challenges of effective teaching and learning well.

Through close collaboration, we have not only the opportunity within our grasp, but the responsibility to design preventative instruction in order to enable the children who would otherwise fail to read accurately and effortlessly to, instead, succeed. As Dehaene suggested, “. . . the great hope is this neuroscience approach will extend to other human domains of cultural human expressions.”

“Understanding the Children”

Diagnostic and prescriptive instruction is fundamental to the Orton-Gillingham Approach. In order to design effective diagnostic and prescriptive instruction, teachers must possess a deep understanding of a student’s cognitive profile. To identify key areas of cognitive functioning, e.g., reaction time, processing speed, working memory, and executive function depends upon valid diagnostic assessment. Although a variety of assessment tools exist today, the majority do not truly measure underlying cognitive functions. Instruction, therefore, is generally not designed to address the underlying areas of individual weakness. As an educational psychologist deeply interested in intelligence testing, Anna Gillingham lamented the limitations of existing instruments. It is one thing to note that a child did well or poorly, but to understand what lies beneath the performance is of greater importance. What elements of the reading network are compromised in any given child? How can educators address these neurological weaknesses? Particularly significant may be the potential of early identification. Without a doubt, Dr. Orton, Anna Gillingham, and their team would be at the forefront of addressing this potential.

Another major guiding principle of the Approach is its dedication to socially and emotionally-sound instruction. Gillingham’s priority was always that the best interest of each child should be paramount. Carol Dweck’s *Mindset: The New Psychology of Success How we can Fulfill our Potential?* (2006) calls attention to the many children with dyslexia who are and who remain traumatized by a sense of failure and by their belief that they are dumb. After years of reinforcement, lack of success can become crippling. We know that intelligence is not fixed, but is fluid with the capacity to change with practice and use. Dweck espouses the importance of learning how to change one’s mindset from a fixed

mindset to a growth mindset. Ultimately, it is through a combination of hard work, perseverance, practice, and a growth mindset that success develops and affects neuronal pathways.

Orton and Gillingham believed strongly in teaching each individual as a whole human being. Gillingham did not attend school until she was 10 years old. The daughter of devout Quakers, her parents believed that education should include a wide variety of world experiences and extensive interaction with nature. As an adult Gillingham commented on the deep influence that her early years had on her life. I believe that she would relate well to Dr. John Ratey’s book, *Spark: The Revolutionary New Science of Exercise for the Brain* in which he explores the effect of exercise on the brain, currently a popular area of study. Although little has been proven definitively about the effect of curricular and extra-curricular activities on brain development, questions and hypotheses persist today. For example, what is the influence on learning music, rhythm, drama, and art?

“Revising Remedial Methods”

The Orton-Gillingham Approach has proven highly effective for countless individuals of all ages for whom accurate and effortless reading and spelling has been highly frustrating and elusive. *The Gillingham Manual* is a scholarly compendium of insight, wise pedagogy, and information about the logical structure of language. Referring to *The Gillingham Manual* as “neurologically and pedagogically sound,” Jane McClelland, author of *Gillingham Contemporary after 76 Years*, expressed the desire to republish in order to re-date much of Gillingham’s work, so frequently dismissed as being out of date.

The Report of National Reading Panel affirms the currency of *The Manual* and clearly establishes the vital role of phonics. We know that vital as phonics instruction is, there are individuals for whom phonics alone is not sufficient. Children, who read single words with accuracy and relative automaticity, may still encounter difficulty reading connected text. For a variety of reasons, their reading remains laborious and slow. We know that the effort needed to decode can interfere with ability to extract meaning. In 1933 Gillingham wrote, “It is of utmost importance that “reading” should always connote content. Drill may be thought of as the translation of symbol to sound, but reading must always be to acquire ideas.” Carefully woven into each lesson must be phonological or morphemic awareness, automatic recognition of sound/sym-

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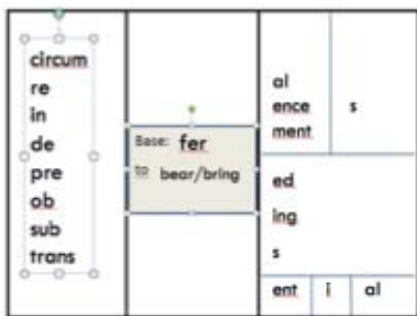
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bol associations, syllables, and orthographic patterns as appropriate to individual needs. Reading fluency for both fiction and nonfiction, robust vocabulary instruction, as well as explicit instruction in complex sentence construction are similarly important in order to achieve deep comprehension. We need to teach our children how to learn, to reflect, and to evaluate.

As a scholar with deep knowledge of etymology, Gillingham would, I believe, respond positively to Rameau, Bowers, and Cooke's "Scientific Word Investigation" (SWI) <http://spelling.phanfare.com/5232742>. SWI is not only consistent with Gillingham and Stillman's work, but it enhances cognitive development, vocabulary acquisition, and understanding of the morphemic structure of English. We know that children are immensely curious and motivated to understand "the whys." SWI actively involves children and teachers problem solving together to investigate and analyze morphological elements in order to uncover word meaning, relationships, and function. The more extensive the investigation, the more questions arise to be resolved and the greater the excitement in learning occurs. Anna Gillingham advised, "Teach to the intellect, for happily it is stronger than the rote memory." The attached links provide a glimpse of the potential of SWI. <http://ed.ted.com/lessons/making-sense-of-spelling-gina-cooke> and <http://mbstevens.edublogs.org/2016/05/31/orthography-releases-your-curious-side/>

A math class generation of a word matrix for the word "circumference." Writing a word sum:



Rewrite: circum + fer + ence → circumference

Based on a strong belief in a multisensory approach, Orton and Gillingham emphasized the importance of using eyes, ears, hands, and voice. One of Gillingham's students exclaimed,

"That's nice.
Pictures in your eyes
Pictures in your ears.
And pictures in your hands."

The Use of Technology

An important challenge in the twenty-first century is to distinguish the advantages from the cautions relative to the growing use of technology. How would Orton and Gillingham regard the use of word processing, of Google, and of speech recognition programs? That technology offers many benefits to the child with dyslexia is unquestioned. Are there also important concerns? Orton and Gillingham placed great value on the multisensory act of handwriting, and its use of hand and voice muscles to learn letter formations, letter sequences, and sound/symbol relationships. Many educators, however, believe that today's overcrowded curriculum does not allow sufficient time or a need for handwriting instruction. According to Dr. Virginia Berninger (2012), "Handwriting is not merely a motor skill; it is also a written language skill." Perhaps the question should be, which approach is most effective and when for which children?

Dr. Maryanne Wolf cautions us to consider the impact of today's tendency for quick fact-finding rather than on deep reading with time to evaluate and to reflect. What will be the impact of the digital brain on developing neural pathways? How can we determine the optimal balance between book reading and screen reading?

Orton and Gillingham were incredibly prescient. The more I read of their theories, the more I appreciate the wisdom, breadth, depth, and flexibility of their thinking. With the best interest of each child as their priority, they were committed to only the highest of standards. My objective is not to present specific new areas of investigation but rather to encourage reflection and dialogue.

Resources:

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- Gabrieli, J. D. (2009). Dyslexia: A New Synergy Between Education and Cognitive Neuroscience. *Science*, 325(5938), 280-283.
- Wolf, M., & Stoodley, C. J. (2008). *Proust and the Squid: The Story and Science of the Reading Brain*. Cambridge: Icon.

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Kathleen DeMayo, Hanover, MA
Ashlin Dukes, Atlanta, GA
Nicole Duldulao, Ewa Beach, HI
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Karen Edwards, Asheville, NC
Amanda Elgert, Darien, CT
Ana-Maria Fals, New York, NY
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Kevin Fish, Columbus, OH
Lauren Flory, Norwalk, CT
Victoria Fomich, Lewis Center, OH
Janine Forry, Bridgeport, CT
Donna Frye, Hickory, NC

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Keanuenue Gannet, Waipahu, HI
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Suzy Geller, New York, NY
Lori Lee Goeas, Kapolei, HI
Jamie-Lynne Goodman, Honolulu, HI
Jamie Granite, Weston, CT
Sarah Greenberg, New York, NY
Caroline Grigsby, Peachtree Corners, GA
Charles Gumm, Waianae, HI
Jacqueline Haberstroh, Fairfield, CT
Abigail Hanrahan, Greenwich, CT
Shannon Hart, Hickory, NC
Bernice Hawkins, Kailua, HI
Deborah Hedrick, Claremont, NC
Kathleen Higgins, Hanover, MA
Melanie Howard, Yorktown, NY
Liesl Huenemann, Gahanna, OH
Caitlin Hunsucker, Asheville, NC
Cynthia Imp, Greenwich, CT
Sage Isenmann, Mission KS
Octavia Ivy, Smyrna, GA
Jessica Johnson, San Antonio, TX
Anne Marie Johnson, Newnan, GA
Alice Jones, Kansas City, MO
Patricia Kelly, Savannah, GA
Barbara Kider, New York, NY
Bethany Kirkman, Swannanoa, NC
Deborah Kloder, Alpharetta, GA
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Jolynn Komoda, Mililani, HI
Robyn Kramer, New York, NY
Alisson Krause, Greer, SC
Kristen Kurre, New York, NY
Tina Jane Laman, Knoxville, TN
Stephanie Lamb, Sunnyvale, CA
Rebecca Lazorick, Norwalk, CT
Alyssa Lee, Marietta, GA
Benjamin Lehman, Westerville, OH
Michqua Levi, Sunbury, OH
Loan Lim, Waipahu, HI
Luana Lippincott, Kapolei, HI
Amy L. H. Makishi, Waipahu, HI
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Paco Marmolejos, Black Mountain, NC
Jill Marshall, Atlanta, GA
Anne McGarrity, Orchard Park, NY
Mary McGee, Darien, CT
Margot McGinn, Breezy Point, NY

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Rhonda Miner, Circleville, OH
Michelle Mitchell, Seymour, CT
Deborah Moon, Ewa Beach, HI
Jill Nagy, Haleiwa, HI
Richard Nahoopii, Waianae, HI
Paula Napoletano, Norwalk, CT
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Elsa Pascual, Aiea, HI
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Susan Privette, Monroe, NC
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