
Academy of Orton-Gillingham

Practitioners and Educators

April 28-29, 2017

Conference Program

Newton, Massachusetts



"Dyslexia On My Mind: Research, Practice, Instruction, and Understanding"

Boston Marriott Newton

2345 Commonwealth Avenue
Newton, MA 02466



Academy of
Orton-Gillingham
Practitioners
and Educators

TO REGISTER ONLINE GO TO www.regonline.com/aogpe2017 OR VISIT www.ortonacademy.org
AOGPE, PO Box 234, Amenia, NY 12501 T| 845.373.8919 F| 845.373.8925 info@ortonacademy.org

Join AOGPE for our 18th Annual Conference!

Message from the President of the Board of Trustees

On behalf of the Academy of Orton-Gillingham Practitioners and Educators' Board of Trustees, I am pleased to invite you to our annual spring conference titled "Dyslexia On My Mind: Research, Practice, Instruction, and Understanding" on Friday, April 28th and Saturday, April 29th, at the Boston Marriott Newton in Newton, Massachusetts.

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

- Steve Wilkins, M.A., Head of Carroll School, Lexington, Massachusetts
- Albert M. Galaburda, M.D., BIDMC and Harvard University, Boston, Massachusetts

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

On Thursday, April 27th, the Carroll School and Commonwealth Learning Center, both Academy Accredited sites, will offer tours, lesson demonstrations, and refreshments.

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

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

I hope to see you in Boston.

Sincerely,

Sheila Costello

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



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FEATURED SPEAKERS



“Building Better Networks for Reading”

Steve Wilkins, Head of School

The Carroll School, Lincoln, MA

Friday, April 28, 2017
8:45 AM - 10:00 AM

Accomplished practitioners of the Orton-Gillingham Approach know how to teach children how to read. Yet, we also know that many children become reasonably good decoders but continue to be remarkably dysfluent. New insights from neuroscience offer the possibility of helping students with dyslexia to become strong fluent readers. In this talk, we will examine data from a six year study into new approaches that combine structured phonics and morphology with a targeted cognitive intervention designed to build better brain networks for reading.

Steve Wilkins, M.A., has been the at the Carroll School since 2005. With campuses located in Lincoln and Waltham, Massachusetts, Carroll School is a dynamic independent day school for elementary and middle school students who have been diagnosed with specific learning disabilities in reading and writing, such as dyslexia.



“Developmental Dyslexia: 35 Years of Fascination and Discovery”

Albert M. Galaburda, M.D.

Cognitive Neurologist/Senior Neurologist, Neurology, Director, Office of Diversity, Inclusion, and Career Advancement, BIDMC, Emily Fisher Landau Professor of Neurology and Neuroscience, Harvard Medical School, Co-director Mind Brain Behavior Interfaculty Initiative, Harvard University

Saturday, April 29, 2017
8:45 AM - 10:00 AM

Biological research on dyslexia began in my laboratory a little more than 35 years ago with a finding of changes in the cerebral cortex of a young man who, in life, had been diagnosed with developmental dyslexia. The following several years were focused on trying to collect additional brains with the help we received from the then Orton

Dyslexia Society. Having gathered enough information to recommend modeling brain changes, if not the dyslexia itself, in laboratory rodents, we began a research enterprise that took us to the middle of 2015 and produced many discoveries pointing to likely causes of developmental dyslexia. Whereas discoveries by colleagues working in the field and using imaging of the functioning human brain addressed possible mechanisms by which the brain worked differently in dyslexics, my laboratory aimed at finding the fundamental cause(s)—how did the brain get to be different in the first place? Initially, the animal models were based on induced early brain injury, but these gave way gradually to more naturalistic models that took advantage of genetic discoveries in the past 15 years. At the end of the research enterprise, we could report that the fundamental cause of dyslexia has to do with hyper-excitability brain cells (neurons) that get in the way of proper sound processing, which, we postulate, interferes with the development of strong phonological skills, the immediate proximate cause of dyslexia in the majority of dyslexic individuals. During the lecture, I will acquaint the listener with the progress in dyslexia research and with a look to the future.

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REGISTRATION INFORMATION

REGISTRATION RATES AND DEADLINES (*Registration Deadline is April 14, 2017*)

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

AOGPE membership must be in good standing at time of registration to receive the member rate.

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

Purchase Orders Welcome: email AOGPE at info@ortonacademy.org or call 845.373.8919 for more information.

[CLICK HERE TO REGISTER ONLINE](#)

[CLICK HERE FOR REGISTRATION POLICIES & GENERAL CONFERENCE INFORMATION](#)

CONFERENCE LOCATION & ACCOMMODATIONS

BOSTON MARRIOTT NEWTON

2345 Commonwealth Avenue ~ Newton, MA 02466
T| 617.969.1000

AOGPE ROOM RATES

Single/Double/Triple/Quad: \$159/night

RESERVATIONS:

T| 800.228.9290 or 617.969.1000
Group code: AOGPE Conference

[MARRIOTT ONLINE RESERVATION LINK](#)

Online Group Code: ogcogca
Special rate available until April 5, 2017



AIRPORT & TRANSPORTATION

Logan International Airport (BOS) ([LINK TO AIRPORT](#))

~ Airport is 16 miles from the hotel. ~ The hotel does not provide shuttle service.

Transportation to and from hotel

1. Knight's Airport Shuttle Service (\$40 one-way shared van service)
<http://www.knightslimo.com>
2. Subway (Riverside Subway Station) or Train (Riverside Train Station)
[Link to subway and train information](#)

- Complimentary hotel parking
- Complimentary WiFi in guest rooms & meeting space

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SUBSCRIBER COURSE

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

1. Attend Keynote Addresses on Friday and Saturday, April 28-29, 2017
2. Register for 3 required sessions: (1) 1D; (2) 2D or 5D; (3) 3C or 6F
3. Register for any 3 additional sessions of your choice
4. Signatures from the speakers will be required as confirmation of your attendance
5. Dues for the first year of membership are at a discounted rate of \$25

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

ALTA CEU'S AVAILABLE

The Academy is approved to offer a total of 12 contact hours of CEU credit to ALTA members who attend this event. Please sign in at the registration desk on Friday, April 28, 2017.

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

AOGPE Fellow Luncheon Meeting

Friday, April 28, 2017, 12 pm - 1 pm: Open to all Fellows and Fellows-in-Training.

[CLICK HERE FOR FELLOW/FIT INFORMATION](#)

AOGPE Council of Accredited Programs

Saturday, April 29, 2017, 12:00 pm - 1:00 pm: For all AOGPE accredited school, clinic and camp directors, heads of school, and Fellows. An email invitation will follow.

PARENT/ADVOCATE SESSIONS

The following sessions are suggested for the parents, families, and advocates: 1C, 1E, 1F, 2A, 2B, 2D, 2E, 2F, 3B, 3D, 3G, 4B, 4C, 4D, 4F, 5B, 5C, 5D, 5E, 6A, 6B, 6C, 6D, 6E, 6F, 6G.

THURSDAY SITE TOURS (Optional)

On April 27, 2017, three AOGPE Accredited sites are offering tours. On the registration form, please indicate the tour you are interested in attending.

1. 1:00 pm - 3:00 pm: The Carroll School, Waltham Campus, Grades 1-5
2. 1:00 pm - 3:00 pm: The Carroll School, Lincoln Campus, Grades 6-9
3. 2:00 pm - 4:00 pm: The Commonwealth Learning Center, Needham, MA

[CLICK HERE FOR TOUR DETAILS](#)

Space is limited. Please register as soon as possible.

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FRIDAY PROGRAM AGENDA

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Boston Marriott Newton

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8:30 AM - 8:45 AM Welcome: Sheila Costello, ATF/AOGPE, President, Board of Trustees
8:45 AM - 10:00 AM Keynote Address: Steve Wilkins, Head, The Carroll School

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

Abbreviations for Sessions Descriptions

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ADM: School Administrators
CT: Classroom Teachers
F/FIT: Fellow/Fellow-in-Training
OGP: Orton-Gillingham Practitioners
PFA: Parents/Family/Advocates
PSY: Psychologists
RS: Reading Specialists
TU: Tutors

Age Level

CAL: Cross Age Levels
EC: Early Childhood
PS: Primary School
MS: Middle School
HS: High School
ADT: Adult

Presentation Level

INTRO: Introductory
INTER: Intermediate
ADV: Advanced

[Click here to print session abbreviations](#)

10:15 AM - 11:45 AM **B r e a k o u t S e s s i o n 1**

1A. **Never Too Late: Teaching Adults to Read and Write** (repeated 4A)

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

Teaching adults is not like teaching children. No matter how dyslexic they are or how lacking in basic skills, they have had life experience and usually some knowledge of letters. Because they have suffered years of frustration and humiliation, they are often reluctant to try once more to learn to read and write. From the beginning they must be led to experience success and to feel that they are being treated like adults and that their intelligence is respected. **F/FIT, OGP, RS, TU; ADT; INTER**

1B. **Progress Monitoring; What is it Good For? Absolutely Everything!** (repeated 5G)

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

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

ADM, CT, F/FIT, OGP, PSY, RS, TU; CAL; INTER

1C. **Phonological Awareness - The Foundation of Everything**

Lavinia Mancuso, Executive Director, Everyone Reading

Letters are the symbolic representation of the sounds of language. Through a power point presentation and oral exercises, participants will review the five pillars of reading and the foundation of writing with a focus on phonological awareness. Participants will practice explicit instruction, correct practice in phonological awareness, and the link to phonics. **ADM, CT, OGP, RS, TU; CAL; INTER**

1D. **The Brain, Metacognition, and the OG Approach**

Emily Craig, FIT/AOGPE, Lisa Buschek, A/AOGPE, Triad Academy at Summit School, Winston-Salem, NC

Metacognition is listening to the "inner voice", which makes us aware of what we are thinking and helps us make sense of what we learn. This process must be explicitly taught to our students. The purpose of this session is to define metacognition, to show how thinking about learning interfaces with Orton-Gillingham principles, and to provide concrete examples of activities that can be utilized in a typical OG tutorial session.

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

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1E: Peer Assisted Literacy Strategies: Leading Our Dyslexic Student to Independence in Reading

Diane Milner, F/AOGPE, Principal and Mary Holmes, OGCE/AOGPE, The Key School at Carolina Day, Asheville, NC

This session will describe a doctoral research study that explores the teaching of Peer Assistive Literacy Strategies (PALS) as an additional component to an existing evidence-based Orton-Gillingham based literacy program. PALS reading strategies will be shown in detail and surprising outcomes will be shared, including how these tools let our students to build greater independence and confidence in reading and self-advocacy. **ADM, CT, F/FIT, OGP, PFA, PSY, RS; CAL; INTRO, INTER, ADV**

1F. State Dyslexia Laws; Let's Add Orton-Gillingham (repeated 6C)

Cathy Wyrick, F/AOGPE, Founder, The Blosser Center, Portland, OR

Like many states, Oregon recently passed a "Dyslexia Law". This session describes what can be accomplished when Academy members get a voice in the legislative and implementation process. She will also describe the Oregon law and discuss how it could make some real improvements in teaching students with dyslexia.

CT, F/FIT, OGP, PFA, PSY, RS, TU; CAL; INTER

1G. Reading and Writing Perfect Together Part 1 (Part 2: 2G)

David Katz, M.A.T, F/AOGPE, Metuchen, NJ

Participants will explore how multisensory language instruction can be integrated into all types of classrooms. The session will cover strategies such as mapping and outlining across all content areas, incorporating students' growing vocabulary, and actual hands-on techniques. All of these methods can easily be recreated in elementary, middle school, and high school curriculums. Participants will be shown how multisensory instruction is for all students, both in mainstream and special services classrooms, and how better readers become better writers. **CT, OGP, RS, TU; PS, MS, HS; INTRO, INTER, ADV**

1H. Meeting Academy Standards in Public School Training

*Mary Briggs, F/AOGPE, Lisa M. Brooks, F/AOGPE, Deb F. Morris, F/AOGPE
Commonwealth Learning Center, Needham, MA*

How can Fellows train busy public school professionals to AOGPE standards? Come hear about successful models for training Classroom Educator, Associate, and Certified level trainees in RtI Tier 1, 2, and 3 settings. We will discuss our challenges and successes in training public school professionals in several states.

ADM, F/FIT; CAL; INTER, ADV

12:00 PM - 1:00 PM

Buffet Lunch

**Special presentation of: One by One: The Teachings of Diana King
A film by Harvey Hubbell V**

A O G P E Fellow / F I T Lunch Meeting

1:15 PM - 2:45 AM

Breakout Session 2

2A. Spelling - The Other End of the Teeter-Totter

Barbara Zelinske, F/AOGPE, Director of Teacher Training, The Reading Center, Dyslexia Institute of MN, Rochester, MN

Reading and Spelling go hand-in-hand, yet spelling instruction is lacking in classrooms across the country. This session will focus on misconceptions about spelling, why spelling is important, the stages involved in spelling, instruction that is most effective, and how to analyze spelling errors.

CT, OGP, PFA, RS, TU; EC, PS, MS; INTRO, INTER

2B. What Research Tells Us About Handwriting

Beverly J. Wolf, Trustee, Slingerland Institute for Literacy and Bonnie Meyer, Executive Director, Slingerland Institute for Literacy, Renton, WA

Current research can provide guidance through the discussions about teaching handwriting and electronic communication. Presenters will discuss the research that can guide decision making. Are the Common Core standards wrong to ignore handwriting instruction? Research shows the importance of teaching handwriting and its relationship to keyboarding.

ADM, CT, F/FIT, OGP, PFA, PSY, RS, TU; EC, PS, INTER

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2C. The Breadth and Depth of OG: Showcasing Integration into Varying School Settings

Laurie Cousseau, F/AOGPE, Director, Teacher Training Institute, The Kildonan School & Owner, Green River Literacy

The Reading Institute in Williamstown, MA offers an Associate Level training. This presentation will follow several Orton-Gillingham trainees and provide a 'window' into their individualized 1:1 tutoring sessions as they integrate the training into varying school settings including public and independent. The trainees' commitment is evident in documented student progress as a remarkable bond is forged. **ADM, F/FIT, OGP; CAL; INTER, ADV**

2D. Getting Ready to Read the Orton-Gillingham Way (repeated 5D)

Beth Moore, F/AOGPE, Joppa, MD

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

2E. Testing to Teaching: Linking Assessment to Instruction

Pledger Fedora, Ph.D., F/AOGPE, Professor/Director of the Rose Institute for Learning and Literacy, Manhattanville College, Purchase, NY

This session will focus on interpretation of WISC-V scores to inform and guide instruction. Links between low scores and reading skills will be provided along with educational implications and factors that may influence performance. Participants will learn how to interpret test scores with a critical eye towards creating meaningful lessons. **CT, OGP, PFA, RS, TU; CAL; INTRO, INTER**

2F. Engaging Struggling Learners in Meaningful Mathematics (repeated 6G)

Jen McAleer, Head of Middle School Mathematics and Peter Morris, Head of Lower School Mathematics, The Carroll School, Lincoln and Waltham, MA

Struggling students often aren't given opportunities to experience meaningful math. They get caught in a cycle where math learning becomes increasingly teacher-directed, a disconnection develops between skills and context, engagement lags, and the gap widens. This session explores how to engage students in meaningful experiences and break this cycle. **ADM, CT, OGP, PFA; CAL; INTRO, INTER**

2G. Reading and Writing Perfect Together Part 2 (Part 1: 1G)

David Katz, M.A.T, F/AOGPE, Metuchen, NJ

See description in 1G. **CT, OGP, RS, TU; PS, MS, HS; INTRO, INTER, ADV**

2H. Bridging the Gap: Workshop building on the Fall Fellow Webinar, Part 1 (Part 2: 4H)

Jean Scheduler, F/AOGPE, External Partner-Independent Consultant, Elton, MD

This session will build on the Fall (October 2016) Webinar entitled: Bridging the Gap - the Gap between Knowing and Doing. Despite best efforts, there is often a GAP between workshop participants knowledge and what is applied in the classroom. We will revisit blended coaching, Standards for Professional Learning, Professional Learning Communities (PLC's), and theories of CHANGE. Starting points, action plans, tools, and learning designs (with templates) will be provided as part of the brain storming session. It is suggested you listen to the Fall Webinar available to Certified and Fellow members in the member section of the Academy's website prior to attending this workshop. **F/FIT**

2:45 PM - 3:00 PM

B r e a k

3:00 PM - 4:30 PM

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

3A. Education Law: Win the Case, Lose the Child

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

Intended for tutors, teachers, and others working with families. This presentation offers a clear and concise explanation of the laws affecting a child's right to reading services. Learn key legal words and phrases to help you advocate for OG. This session Includes guidance on how to help families find - and afford - legal representation. **ADM, CT, F/FIT, OGP, PSY, RS; EC, PS, MS, HS; INTRO**

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- 3B. A Dyslexic Journey: I Am the Dyslexic Reader (repeat 5B)**
Tammy Curran, Head of Literacy Specialists, Denver Academy, Denver, CO
This session presents my journey as a dyslexic learner, connecting my experiences as a student, teacher, and dyslexia advocate. The Orton-Gillingham Approach and Maslow's Hierarchy Theory will be highlighted and demonstrated as a system that has helped my students and me develop self-worth while breaking the barriers to reading.
CT, OGP, PFA, RS, TU; CAL; INTRO, INTER
- 3C. Investigating Morphology using a Structured Word Inquiry Approach**
Liisa Freure, F/AOGPE, Owner, Fundamental Learning, Toronto, Canada
This workshop will introduce the basics of a structured word inquiry approach. Using examples of word sums and matrices as tools we investigate the morphological structure of words and show the relationships between words that share morphemes. **CT, F/FIT, OGP, RS, TU, CAL; INTRO, INTER; Subscriber Course**
- 3D. OG in the Middle (repeat 4G)**
Kerri McDonald-Schaub, F/AOGPE, Reading Specialist, Manchester-by-the-Sea, MA
This presentation will address ways of presenting an OG lesson in a manner that is appropriate for middle school students. For many of these students the "buy in" can make or break the progress that they will ultimately achieve in learning to read using the OG Approach. This session will provide participants with practical ideas about designing lessons that engage and respect the cognitive abilities and literacy experiences that our middle schoolers bring to the table. **OGP, RS, TU, F/FIT; MS, HS; INTER, ADV**
- 3E. Multi-layered Approach to Systemic Change: OG in a diverse, Massachusetts District**
Renee Greenfield, F/AOGPE and Faye Brady, Amherst Regional Public School, Amherst, MA
This presentation provides historical and current data about the Amherst Regional Public School (APRS) district and the students it serves. It provides an overview of the multi-layered approach used to successfully bring the Orton-Gillingham Approach to a public district, including ways to increase district educators' understanding of dyslexia and instruction specific for students with dyslexia. **ADM, RS, CT, TUT, F/FIT; CAL; INTRO**
- 3F. Dynamic Diagramming for Dyslexics**
Janet Street, FIT/AOGPE and Lisa Murray, FIT/AOGPE, The Schenck School, Atlanta, GA
Understanding grammar allows students to analyze and discuss their writing, but grammar can be confusing to dyslexic students. Diagramming sentences gives students a new, multisensory tool for interacting with these concepts using a unique, visual-spatial approach. This fun and interactive session will teach you how to use this helpful method. **CT, OGP, TU; PS, MS; INTRO, INTER**
- 3G. Unraveling the Mysteries of IEP's in Public School (repeat 6B)**
Lynn Lamping, FIT/AOGPE, Joan Austin Elementary School, Dundee, OR
The Individualized Education Program (IEP) process in public schools can be a confusing journey for many families. This session will explain the IEP process starting with referral, evaluation planning, eligibility, and the Individualized Education Program. Measurable goals and services can be written using the Orton-Gillingham Approach. **CT, F/FIT, OGP, PFA, RS, TU; PS, MS; INTRO, INTER**
- 3H. AOGPE Application Round Table Discussion**
Panelists: Sheila Costello, ATF/AOGPE, President of the Board of Trustees, Louise Freese, F/AOGPE, Ombudsman, and Alicia Sartori, Executive Director, AOGPE
The panel will discuss topics relevant to the Academy's application process including FluidReview, resources available to applicants and trainers, and issues related to deferrals. **F/FIT, AOGPE APPLICANTS**

4:45 PM - 5:15 PM Annual Membership Meeting

5:15 PM - 6:30 PM A O G P E Reception ~ Please joins us for a social gathering

6:30 PM Dinner on your own

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SATURDAY PROGRAM AGENDA

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8:30 AM - 8:45 AM Welcome: Sheila Costello, ATF/AOGPE, President, Board of Trustees
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4A. Never Too Late: Teaching Adults to Read and Write (repeated 1A)

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4B. The Orton-Gillingham Math Lesson Plan: Yes, there is one!

Marilyn Wardrop, Honorary Fellow/AOGPE, Executive Director and Tracey Keene, Administrator, The Prospect Centre for Learning, Surrey, BC, Canada

Orton-Gillingham or OG Academic Math is a structured, sequential, multisensory and cumulative approach to math skills development. This interactive, participatory session explores the structured lesson plan that facilitates the Approach. This session presents demonstrations for each of the five sections of the OG Math lesson plan thus ensuring thorough review linked to the instruction of new concepts.

ADM, CT, F/FIT, OGP, PFA, PSY, RS, TU; CAL; INTRO, INTER

4C. Dyslexia and ADHD - Common Denominators and Practical Solutions to Boosting Self-Esteem

Kerin Adams, Founder of Reach Beyond ADD, Englewood, NJ

This presentation will discuss some of the basics commonalities in both Dyslexia and ADHD including brain functions, brain mapping, and brain re-wiring. We will discuss the effects on the student's personality and how to help the student survive in academic and home environments. We will then discuss the basic practical approaches both the parent and teacher can collaborate on in the home and in school to create a positive outcome for the student. There will be a review of the effects of the disorders on self-esteem and self-image, and how to nurture and maintain the seed of self-esteem. **CT, OGP, PFA, PSY, RS, TU; CAL; INTRO, INTER, ADV**

4D. Decoding a Psychological Report

Leslie Stuart, Ph.D., Private Practice, Atlanta, GA

This workshop will focus on interpreting psychological test results. Attendees will gain expertise in a variety of learning differences that can be revealed by the test results. A broader understanding of these learning differences will also help educators identify potential issues in the classroom. Newly revised tests will be discussed, including the WISC-V and the Woodcock Johnson Tests of Achievement-IV. This seminar's format is designed to be interactive as questions and discussions are encouraged.

ADM, CT, F/FIT, OGP, PFA, RS, TU; CAL; INTRO, INTER

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4E. Making Morphemes Multisensory and Magical

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

This Session session will begin with an overview of the historical layers of English. Participants will learn about morphology and how to transition from phonology and syllables to morphemes. Hands-on activities will engage the participants in understanding this vital, important component of OG instruction for content area instruction, too! **CT, OGP, PFA, RS; PS, MS,; INTER**

4F. What Rules? Does Spell Check Catch All Errors?

Lucy Bradley, FIT/AOGPE and Johanna Chiotelis, FIT/AOGPE, Garside Institute for Teacher Training, The

*This will be an engaging session focusing on "What's the System?" : Recognizing Spelling Generalizations. These generalizations will be taught through an interactive manner using visual, kinesthetic, and auditory strategies. Participants will be asked to cognitively recognize the systematic, generalized spelling patterns of the English language through a thoughtful process. **ADM, CT, F/FIT, OGP, PFA, PSY; CAL; INTRO, INTER, ADV***

4G. OG in the Middle (repeat 3D)

Kerri McDonald-Schaub, F/AOGPE, Reading Specialist, Manchester-by-the-Sea, MA

This presentation will address ways of presenting an OG lesson in a manner that is appropriate for middle school students. For many of these students the "buy in" can make or break the progress that they will ultimately achieve in learning to read using the OG Approach. This session will provide participants with practical ideas about designing lessons that engage and respect the cognitive abilities and literacy experiences that our middle schoolers bring to the table. **OGP, RS, TU, F/FIT; MS, HS; INTER, ADV**

4H. Bridging the Gap: Workshop building on the Fall Fellow Webinar, Part 2 (Part 1: 2H)

Jean Scheduler, F/AOGPE, External Partner-Independent Consultant, Elton, MD

This session is s continuation of session 2H. **F/FIT**

12:00 PM - 1:00 PM

Buffet Lunch

Council of Accredited Programs Luncheon

1:15 PM - 2:45 AM

Breakout Session 5

5A. Vivacious Vocabulary Instruction

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

Because dyslexic students often have a persistent vocabulary deficit that is directly correlated to reading comprehension, it is vital to provide direct instruction on the meaning and usage of high frequency words. This fun and interactive session will demonstrate how to effectively teach vocabulary so that students retain the meanings of important, high-frequency words. **CT, OGP, TU; EC, PS, MS, HS; INTRO, INTER**

5B. A Dyslexic Journey: I Am the Dyslexic Reader (repeat 3B)

Tammy Curran, Denver Academy Head of Literacy Specialists, Denver, CO

This session presents my journey as a dyslexic learner, connecting my experiences as a student, teacher, and dyslexia advocate. The Orton-Gillingham Approach and Maslow's Hierarchy Theory will be highlighted and demonstrated as a system that has helped my students and me develop self-worth while breaking the barriers to reading.

CT, OGP, PFA, RS, TU; CAL; INTRO, INTER

5C. Multisensory Keyboarding Using Diana H. King's Keyboarding Skills and Google Docs

J. Concha Wyatt, F/AOGPE and Mary Jo van Dalen, OGCE/AOGPE, Key School and Learning Center at Carolina Day School, Asheville, NC

Using Diana H. King's Keyboarding Skills, the presenters have developed an Orton-Gillingham based approach to teaching keyboarding that utilizes the Google Docs platform. Learn how to apply the OG lesson plan format to keyboarding instruction. With this approach, students learn accurate, rapid keyboarding, a critical skill for academic and career success. **ADM, CT, F/FIT, OGP, PFA, RS, TU; PS, MS, HS; INTRO, INTER, ADV**

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5D. Getting Ready to Read the Orton-Gillingham Way (repeated 2D)

Beth Moore, F/AOGPE, Joppa, MD

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

5E. We Teach, But Do Your Students Remember?

Amy Bailin, Founding Fellow/AOGPE, OG Amy Consulting, Brooklyn, NY

This presentation will include a brief review of current research about how memory functions in our brains, with an emphasis on demonstration and hands-on practice, for improved retention strategies using multi-sensory techniques. Understanding how we learn and REMEMBER offers the "magical" metacognitive tool that students need. **CT, F/FIT, OGP, PFA, RS, TU; PS, MS, HS; INTRO**

5F. Adaptations for Classroom Educators

Dawn Nieman, ATF/AOGPE, Owner and Director of Niemanville, LLC, Millbrook, NY

This session will focus upon specific needs and rewards for trainees working in a small or large group setting. It will include video links, checklists, ways to adapt materials, and how to set up dictation sheets and notebooks, plus helpful apps to use with groups of children. **CT, F/FIT, OGP**

5G. Progress Monitoring; What is it Good For? Absolutely Everything! (repeated 1B)

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

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

ADM, CT, F/FIT, OGP, PSY, RS; CAL; INTER

5H. Orton Who? Public Schools Can Too!

Cyndi Schultz, F/AOGPE and Holly Robbertz, FIT/AOGPE, Olentangy Local Schools, Lewis, OH

OG training provided within a public school district, with 23 buildings and over 22,000 students became a logistics challenge. We will share how the program came to be established, and how the never ending paper challenge was resolved. Specific examples using Google Docs/Forms for training and documentation will be shared. **F/FIT**

2:45 PM - 3:00 PM

B r e a k

3:00 PM - 4:30 PM

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

6A. Morphology: an OG Key for Advanced Level Learners

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

This session will explore morphology as a motivational tool that engages the metacognitive function of older students while reinforcing the basic skills being taught. A sample lesson and activities with attendee participation are part of this session. **CT, OGP, RS, TU; MS, HS, ADT; INTER, ADV**

6B. Unraveling the Mysteries of IEP's in Public School (repeat 3G)

Lynn Lamping, FIT/AOGPE, Joan Austin Elementary School, Dundee, OR

The Individualized Education Program (IEP) process in public Schools can be a confusing journey for many families. This session will explain the IEP process starting with referral, evaluation planning, eligibility, and the Individualized Education Program. Measurable goals and services can be written using the Orton-Gillingham Approach. **CT, F/FIT, OGP, PFA, RS, TU; PS, MS; INTRO, INTER**

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6C. State Dyslexia Laws; Let's Add Orton-Gillingham (repeated 1F)

Cathy Wyrick, F/AOGPE, Founder, The Blosser Center, Portland, OR

Like many states, Oregon recently passed a "Dyslexia Law". This session describes what can be accomplished when Academy members get a voice in the legislative and implementation process. She will also describe the Oregon law and discuss how it could make some real improvements in teaching students with dyslexia.

CT, F/FIT, OGP, PFA, PSY, RS, TU; CAL; INTER

6D. The Ethical Ingredient in Orton-Gillingham

Jane Cronin, A/AOGPE, Nancy Martin, A/AOGPE, Deb Shanks, A/AOGPE, Mary Ann Welsch, C/AOGPE, Eagle Hill School, Hardwick, MA

OG is a highly structured, explicit, and multi-modal. Additionally, practitioners are encouraged to recognize students' emotional states. One approach uses the Care Perspective (CP), an ethical philosophy. This panel will represent theoretical connections between OG and CP, research, case studies, and practical application by attendees to apply these concepts. **ADM, CT, F/FIT, OGP, PFA, PSY, RS; CAL; INTRO**

6E. Criterion Referenced Testing and Individualized Plans

Beth Stone, FIT/AOGPE, Founder and Director, Shoreline Reading Specialists, Clinton, CT

Lisa Tweed, C/AOGPE, Founder and Director, Blueprint Learning Solutions, Madison, CT

Criterion-referenced tests are the key to understanding a student's strengths and learning needs, as well as determining where to begin intervention. A sampling of common criterion-referenced tests used to measure a student's phonological awareness, decoding, encoding, and text reading ability will be reviewed. How to determine a starting point for intervention, and the creation of a step-by-step individualized plan based on the informal assessment results will also be discussed. **ADM, CT, OGP, PFA, PSY, RS, TU; CAL; INTRO**

6F. What Would They be Thinking?

Angie Wilkins, Founding Fellow/AOGPE, Lincoln, MA

Visionaries, Orton and Gillingham, presented us with a remarkable legacy and an enormous challenge, What might they be thinking today? For example, as a scholar with deep knowledge of etymology, Gillingham advocated for "teaching to the intellect." *Scientific Word Investigation* engages children and teachers working together to investigate morphological elements in order to uncover word meanings and relationships. **CT, F/FIT, OGP, RS, TU; CAL; INTRO, INTER, AVD, Subscriber Course**

6G. Engaging Struggling Learners in Meaningful Mathematics (repeated 2F)

Jen McAleer, Head of Middle School Mathematics and Peter Morris, Head of Lower School Mathematics, The Carroll School, Lincoln and Waltham, MA

Struggling students often aren't given opportunities to experience meaningful math. They get caught in a cycle in which math learning becomes increasingly teacher-directed, disconnect grows between skills and context, engagement lags, and the gap widens. This session explores how to engage students in meaningful experiences and break this cycle. **ADM, CT, OGP, PFA; CAL; INTRO, INTER**

6H. What is an Annotated Lesson??

Ann Edwards, ATF/AOGPE, CEO/President, Literacy for Life, Inc., Licensed Reading Specialist, Master Trainer for Orton-Gillingham International, Brooklyn, NY

This session will provide a hands on opportunity to construct and develop an annotative lesson based on video demonstrations. ADM, CT, OGP, F/FIT, PFA, RS, TU; CAL; INTRO, INTER, ADV

4:30 PM

Conference Adjourns

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