


Academy of Orton-Gillingham Practitioners and Educators
2019 AOGPE CONFERENCE
 April 5-6, 2019 | Crowne Plaza | White Plains, NY

"Diversity in Dyslexia"
Orton-Gillingham Without Borders
Five Years Forward



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UPHOLDING EXCELLENCE IN PROFESSIONAL PRACTICE

Agenda

- The Conundrum
- The Collaboration
- The Program
- The Lessons Learned


The Conundrum

Source: U.S. Department of Education, National Institute of Literacy
 Research Date: 4.28.2013

U.S. Illiteracy Statistics	Data
Percent of U.S. adults who can't read	14 %
Number of U.S. adults who can't read	32 Million
Percent of U.S. adults who read below a 5th grade level	21 %
Percent of high school graduates who can't read	19%


Impact of Reading Failure

- 37% of 4th grade students performed at or above the Proficient level on the reading assessment in 2017
Nation's Report Card, NAEP 2017
- "the link between academic failure and delinquency, violence and crime is welded to reading failure"
Department of Justice
- 85% of all juveniles who interface with the court system are functionally illiterate
National Assessment of Adult Literacy (2003)
- 63% of prison inmates can't read
National Institutes of Health




Impact of Reading Failure

- 2.7 million children in the U.S have parents incarcerated in the prison system
- 75% of incarcerated women are mothers
Pew Research Center's Economic Mobility Project 2010
- Between 1980 and 2014, the number of incarcerated women increased more than 700%
Prisoners in 2014. Washington D.C. : Bureau of Justice Statistics
- 48% incarcerated adults have not finished high school
U.S. PIAAC Survey. U.S. Dept. of Education: NCES 2016



Reading and Poverty

- 2/3 of students who cannot read proficiently by the end of 4th grade will end up in jail or on welfare
(National Assessment of Adult Literacy)
- 43% of adults at *Level 1* literacy skills live in poverty compared to only 4% of those at *Level 5*
(National Institute for Literacy)



English Learner Trends

- 9.5% of public school enrollees are English learners
National Center for Educational Statistics 2015
- 9% of ELs in grade 4 were at or above the national Proficiency level in reading on the 2017 NAEP
Academic Performance and Outcomes for English Learners – U.S. Dept. of Education 2018
- Graduation rates for English Learners were 67% (All students 84%)
Office of English Language Acquisition. Dept. of Education 2016



The Reading Problem



“Intelligence does not ... correlate with reading skill.” Samuel T. Orton

“The Problem is localized: it is not generalized to all areas of learning

James Hinshelwood (1902)

“IQ is linked to the level of ability to read in the neurotypical individual, but is *not* linked to the level of ability to read in the dyslexic individual.”

Dr. Sally Shaywitz



The Reading Problem

Untreated Learning Disabilities result in a predictable progression of behavioral and emotional consequences.

Emerson Dickman, 2015
Past President of IDA
Special education attorney and child advocate

The Predictable Progression of Untreated Learning Disabilities Stages

- Stage 1 – LD
- Stage 2 – LD + Failure
- Stage 3 – LD + Failure + Effort and Motivation
- Stage 4 – LD + Failure + Effort and Motivation + Anxiety and Depression (drugs...)

Emerson Dickman, 2015
Past President of IDA
Special education attorney and child advocate

The Reading Center

“Toward Literacy for All”

- Dyslexia is widespread – 15% of the population
 - Dyslexia does not discriminate
 - There are many underserved, at-risk students
- Means to only reaching 5% of Rochester’s dyslexic population!
 - Tutoring program
 - Tutored for years in the Federal Prison
 - Pilot at Boys & Girls Club



Borders of O-G

- Finances
- Transportation



The Mission



Our mission

RRC aspires to bridge the literacy gap and unlock potential

Our strategy

By meeting underserved students at locations they already frequent, we provide access to effective, structured literacy tutoring and eliminate key barriers to achievement including transportation and cost.

Rochester Reading Champions



- The Reading Center
 - Provide Basic and Advanced O—G training
 - Continue learning support to volunteers and champions
 - Administer pre and post assessments for students
 - Free access to our Professional Membership



Rochester Public Library

- The Rochester Public Library
 - Provide program coordination
 - Secured grants
 - Fiscal agent
 - Provide location for ongoing learning support

The Collaboration

- Partner Agencies
 - Provide students and location for tutoring
 - Currently: Boys & Girls Club, Elementary and Middle Schools (public and private), Olmsted County Adult Detention Center, Hawthorne Adult Education Center
- Volunteers
 - Dedicated community members prepared to:
 - Take 120 hours of O-G training
 - 2 tutoring sessions per week per student
 - 2 year commitment



The Financial Piece

- Initially grant applications were vital
- Secured a dedicated sponsor, who matches donations raised
- Established a fundraising period with our first community event this year: Books & Brews
- Significance of multi-tiered funding sources (city, state, local organizations, and community)



BOOKS & BREWS



Setting the Stage

Critical keys to success:

- Partner dialogue
 - meetings
 - emails
 - even lunch
- Reaching Consensus
 - joint application form
 - process for background checks
 - procedure for both Library and on site orientations



Branding

- Purpose : Given the number of agencies involved we wanted...

- to be able to identify our volunteers and program
- to create a sense of cohesiveness for the project
- to generate a sense of identity and camaraderie for our volunteers



Volunteer recruitment

- Volunteer recruitment is key
 - Volunteers are looking to make a difference
 - Worked with community “Linking Organizations” (e.g. United Way, Retired Teachers Association)
 - Held informational sessions and orientations
 - Volunteers included with all tutors in on-going support and training



The Program

1. Method
 - Scientific Research-based, field tested, track record of success
 - ★ Orton-Gillingham approach
2. Instructor
 - Sufficient training, experience, and knowledge to deliver the chosen program of instruction as intended by the author; with fidelity to design
 - ★ OG Trained, supervised and mentored by a Fellow of AOGPE
3. Dosage
 - Those elements necessary to ensure a reasonable rate of progress, such as intensity and duration of instruction, and the need to integrate and infuse reinforcement.
 - ★ Two times a week, 80 to 100 lessons

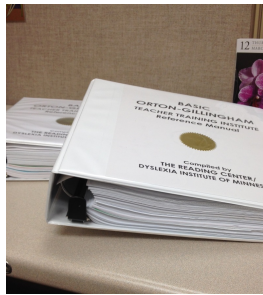
Donald D. Deshler, Ph.D. - NCLD
Emerson Dickman, J.D., Past President of IDA

Train Highly Qualified Tutors

Step 1

Basic Orton-Gillingham Training, Theory and Practicum

- 120 hours
- Dyslexia
- Multisensory Instruction
- History and Current Research
- Phonemic Awareness
- Basic sounds



Train Highly Qualified Tutors

Step 1

Basic Orton-Gillingham Training, Theory and Practicum

- Rules/generalizations
- Syllables Patterns
- Syllable Division Rules
- Adding Suffix Rules
- Handwriting
- Vocabulary
- Comprehension



Screen Clients for Reading Difficulties

Step 2 Screen for reading difficulties

- Formal Assessments
- Informal testing
- Samples of student work
- Background information (history)



Assessments for Reading Difficulties

Adult Screen

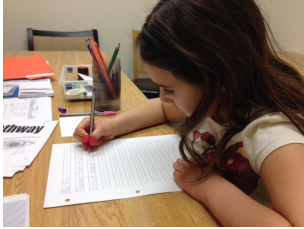
- Preliminary Screen (IDA)
- Intake form
- Interview form
- Phonics Assessment
- Test of Auditory Processing (TAPS)
- Diagnostic Assessments of Reading (40 minutes)
 - 9 components of reading and language
 - Recommended for adult reading programs



Screen Children for Reading Difficulties

Children's Screen

- Preliminary Screen
- Intake form
- Phonics Screen
- Test of Written Spelling
- Slosson Oral Reading Test
- Writing Sample
- TAPS (Selected subtests)



The Parents

Parental Engagement

- Review results
- Explain the child's strengths and weaknesses
- Introduce the program
 - multisensory instruction
 - attendance



Mentor New Tutors

- **Step 3** Mentor new tutors
 - 6 Initial 1:1 practicums
 - 4 more practicum sessions with a new student
 - Ongoing support



Connect Tutors to Provide Growth & Stability

Step 4 Connect Tutors

Monthly Meetings

- Large group meeting
- Small groups
- Lunch afterwards



Conduct Client Post Testing

Step 5 Conduct Post testing

- One year or 80-100 lessons
- Complete same battery of tests



Conduct Client Post Testing

Elementary Student

- Female
- Grade 3
- Post test:



The Program

Goal

Provide Exemplary individualized academic therapy to underserved youths and adults

5 Steps

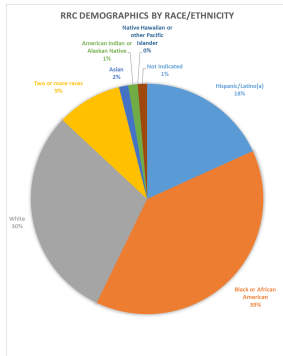
- 1 – Train highly qualified tutors
- 2 – Screen clients for reading difficulties
- 3 – Mentor new tutors
- 4 – Connect tutors to provide growth & stability
- 5 – **Conduct client post testing**

Talking Numbers

- 30 volunteers & 2 master teachers trained
- 64 students served
- 18 graduates
- Given over 4,068 lessons (valued approx. \$203,400)
- Over 16,000 volunteer hours (valued approx. \$386,133)



Student Diversity



Literacy Hub

- Constructed in 2018
- 2 dedicated tutoring Rooms
- O-G focused collection
- Over 6,000 visits
- 887 check outs



Award Winning Program

- Volunteers: 10 Who Make a Difference
- Staff: Rotary Reading Heroes Award
- Program:
 - Local Government Innovation Award
 - Started RPLs journey to the National Medal.



Every child has a different learning style and pace. Each child is unique, not only capable of learning, but also capable of succeeding.

- Robert John Meehan

