



Academy of  
Orton-Gillingham  
Practitioners  
and Educators

*Incorporated Under New York State Education Law*

4950 Route 22, Suite 8, Amenia, New York 12501  
[www.ortonacademy.org](http://www.ortonacademy.org)

## OPENING THE DOORS TO EXCELLENCE IN MULTISENSORY TEACHING: THE ORTON-GILLINGHAM APPROACH

TORONTO, CANADA, APRIL 23 - 24, 2010

### AN INVITATION FROM THE ACADEMY

On behalf of the Board of Directors of the Academy of Orton-Gillingham Practitioners and Educators, it is my pleasure to invite you to our annual Spring Conference. This year, we are going north to Havergal College in Toronto, Canada! We always look forward to seeing our members from Canada, the U.S., and other parts of the world. We hope to make many new friends: tutors, teachers, administrators, parents, and others interested in learning about the Orton-Gillingham Approach.

Conference sessions will focus on our theme: *Opening The Doors To Excellence in Multisensory Teaching: The Orton-Gillingham Approach*. Two excellent keynote speakers will highlight the conference theme. Presentations on math, writing, phonology, vocabulary and comprehension along with workshops for parents, teaching demonstrations, and other informative sessions will provide many opportunities for continued education.

We are proud to say that the Academy, in its fifteenth year, is vibrant and growing. We hope that you will join us in Toronto on April 23 and 24 for an informative, enriching educational experience.

**Rosalie Davis**, *President, Board of Trustees*

The Academy of Orton-Gillingham Practitioners and Educators

### ABOUT THE ACADEMY

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

The Academy establishes and maintains professional and ethical standards for practitioners and educators of the Orton-Gillingham Approach to address the language-based learning difficulties associated with dyslexia; certifies individuals who have demonstrated competence as practitioners and educators of the Orton-Gillingham Approach; accredits programs that provide Orton-Gillingham training for practitioners and educators; accredits Orton-Gillingham instructional programs in schools, clinics and camps that meet Academy standards; sponsors and promotes research relevant to Orton-Gillingham instruction; disseminates the results of such research to professional educators and to the public at large; and promotes public awareness of the needs of children and adults with dyslexia and of the Orton-Gillingham Approach.

An elected Board of Trustees composed of distinguished Orton-Gillingham practitioners and educators governs the Academy. The objectives and tasks of the organization are accomplished by working committees composed of trustees and other dedicated Academy members. Currently, the Academy has nearly 1,000 national and international members who have met its standards.

## ABOUT THE KEYNOTE SPEAKERS

**GAVIN REID**, Ph.D, is an international award-winning author and educational psychologist. Formerly senior lecturer in educational studies at the University of Edinburgh in the UK, he has considerable experience as a classroom teacher and an educational psychologist, and is the parent of a youngster with special needs. He is currently visiting professor to UBC in Vancouver, and has lectured internationally in over 50 countries. He works independently as an Educational Psychologist in Vancouver, Kuwait, Switzerland, Egypt, and the UK, and has authored 24 books on dyslexia and learning. His web site is [www.drgavinreid.com](http://www.drgavinreid.com).

**STEPHEN M. WILKINS**, M.Ed., has been Head of The Carroll School in Lincoln, Massachusetts since 2005. He has held teaching and administrative leadership positions at Proctor Academy, Jemicy School, Tufts University Summer Language Program, and Greenwood School. Mr. Wilkins, who received his masters in education and reading from Harvard Graduate School of Education, has taught language, social science, and science. He currently chairs the Heads Committee of the Academy of Orton-Gillingham Practitioners and Educators' Accredited Schools, Clinics and Summer Programs Council, and serves as the Council's liaison to the Academy's Board of Trustees.

## LOGISTICS

### Location



**Havergal**  
COLLEGE

The conference will be held at Havergal College in Toronto (**Passport is required**). Shuttle service is available from the Holiday Inn Bloor-Yorkville to Havergal College (please sign up on registration form). Taxi service is available between Toronto Pearson International Airport (code YYZ) and the hotel. For driving directions, visit Havergal's website ([www.havergal.on.ca](http://www.havergal.on.ca)).

### Accommodations

The Holiday Inn Bloor-Yorkville, located in Midtown Toronto ([www.holiday-inn.com/torontomidtown](http://www.holiday-inn.com/torontomidtown)), has arranged for reduced rates for our attendees on a limited number of rooms. To obtain the reduced rate, call 1-800-465-4329 and quote YYZBS Code AOG, or call the hotel directly at 416-968-0010, or email [cn312res@whg.com](mailto:cn312res@whg.com). Please make your hotel arrangements early.

### Conference Registration & Fees

Complete the enclosed registration form and return it no later than April 9, 2010 to the Academy with a check for the registration fee, or visit [www.ortonacademy.org](http://www.ortonacademy.org) to register and pay online. After April 9, please call to ensure space availability. Registration fees vary; please see the registration form. A confirmation letter will be sent to you within 10 days of receiving your registration. If you have prepaid and cannot attend, you may send a substitute without penalty. Refunds (minus a \$50 cancellation fee) will be made *only* for those who give written notice by April 15 via mail, e-mail or fax; refunds will not be given after that date.

### For More Information

Call 845-373-8919 or email [ortonacademy@verizon.net](mailto:ortonacademy@verizon.net) with any program or logistics questions. We are committed to making our program accessible to all attendees; let us know if you have specific requirements due to a disability.

## LOCAL ARRANGEMENTS

Evelyn Reiss, Fellow/AOGPE

## ASSISTING ORGANIZATIONS



# PROGRAM AGENDA

## **FRIDAY APRIL 23, 2010**

**4:00–5:00 PM Registration Begins**

**5:00–5:15 PM Welcome**

*Rosalie Davis, President and Fellow/AOGPE*

**5:15–6:30 PM Keynote Address: The Reading Teacher’s Guide to the Brain**

*Stephen M. Wilkins, M.Ed.*

Advances in understanding the neuroscience of reading have been profound in recent years. The goal of this presentation is to make these often complex research studies more accessible to classroom teachers and tutors, who have the enormous responsibility of helping real live children learn to read. It is our responsibility to understand this research and ponder the implications, if any. Researchers are appropriately cautious about proclaiming educational interventions based on their studies. Educators, however, need to deliver quality instruction based on best practices and best evidence. As we search for the best for children with dyslexia, we need to consider the science of reading.

**6:30–8:30 PM Social Gathering at Havergal College**

## **SATURDAY APRIL 24, 2010**

**8:00–8:30 AM Registration Continues**

**8:30–8:45 AM Welcome and Introduction of Keynote Speaker**

*Rosalie Davis, President and Fellow/AOGPE*

**8:45–10:15 AM Keynote Address: Making Learning Effective for Students with Dyslexia**

*Gavin Reid, Ph.D.*

This presentation will provide insights into dyslexia and relate these to developing good practice in teaching and learning. It is important to develop self-understanding and self-sufficiency in learning. This presentation will indicate the key issues and points stemming from current research on neurological, cognitive and educational aspects of dyslexia and show how these can impact on classroom teaching and student learning.

**10:15–10:30 AM**

**BREAK**

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### **10:30 – 11:45 AM BREAKOUT SESSION I**

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**I-A Orton-Gillingham Multisensory Math and Manipulatives for Primary to Intermediate Grades** (3 parts, with II-A & III-A)

*Marilyn Wardrop, Honorary Fellow/AOGPE, Canadian Academy of Therapeutic Tutors*

These hands-on math sessions are designed to introduce participants to a multisensory approach to achieving mastery of basic mathematics. *Part 1:* For some students, mathematics is a road traveled in small steps. A successful multisensory approach leads the student through small increments of understanding toward unifying themes in mathematics. Students’ strengths and needs must be recognized and addressed with “checks for error” as well as a system for building confidence and competence. This session introduces O-G Math techniques including addition and subtraction.

**I-B English – Not One Language but Several**

*Diana H. King, Honorary Founding Fellow/AOGPE*

English is a complex language. Knowledge of its history and how and when to introduce the various elements of our language enhances the teaching of decoding, vocabulary, and spelling.

## **I-C Using A New Taxonomy of Semantics in Creative Writing**

*Evelyn Reiss, Fellow/AOGPE*

Attendees will learn a creative writing methodology and a taxonomy of semantic categories that need to be taught according to principles of the O-G Approach. These will be demonstrated step-by-step, and sample templates of varying complexity will be shared. Participants will learn how this taxonomy forms the basis of a unique system of pattern recognition and generation which will help students of all levels analyze and synthesize creative narrative.

## **I-D Phonology: What You Need to Know Before You Pick Up Those Cards**

*Marcia Mann, CCC/SLP, Founding Fellow/AOGPE*

This session will present information about phonetic and physiologic structure of the language: vowels and consonants, voiced and voiceless cognates, phonetic environments, and their effect on spelling, reading, speech and comprehension. (Themes addressed include: Alphabetic Principle/Phonics, Oral Language, Phonemic/Phonological Awareness, and Spelling.)

## **I-E Stages of Instruction for Decoding, Encoding, and Vocabulary**

*Karen K. Leopold, Fellow/AOGPE, Director, Kildonan Teacher Training Institute*

Three stages of decoding, encoding, and reading/writing vocabulary instruction exist in the O-G Approach, each requiring a cognitive shift in thinking. Fitting the instruction to the individual is paramount in helping the student make the greatest gains.

## **I-F Understanding Dyslexia in Children and Adults**

*Kay M. Howell, M.A., Founding Fellow/AOGPE*

This session will explain how dyslexia affects learning language skills and creates potential for success.

## **I-G Comprehension and All That Jazz! (2 parts, with II-G)**

*Suzanne Carreker, MS, CALT-QI, V.P. of Program Development at Neuhaus Education Center*

Comprehension is the reason for reading. A skilled reader “thinks about things” or uses metacognitive skills to make sense of the text that is being read. Robust vocabulary and world knowledge support the reader’s comprehension. This workshop will present activities and strategies that develop oral language and improve reading comprehension. The handouts will include a lesson plan for classroom use.

## **I-H Reading and Writing: Perfect Together! (2 parts, with II-H)**

*David Katz, Fellow-In-Training/AOGPE*

The process of writing is related to the process of reading: both involve constructing or composing meaning. Participants will explore the structure of grammar, including basic sentence and paragraph types. Mapping and outlining techniques that can be used for both reading and writing, and techniques for incorporating students’ growing vocabulary into new reading and writing experiences, will be discussed.

## **I-I Let’s Play! Games and Activities for Structured Multisensory Teaching**

*Corey Zylstra, OG Trainer (CATT,OG) Executive Director of REACH O-G Learning Center, North Vancouver, B.C., Canada*

Games and activities can be used to reinforce and clarify concepts during a remedial lesson and keep your students enjoying their work. This presentation will show how hands-on activities can be utilized during O-G tutoring or in MSL classrooms and will provide participants with several fun activities that can be integrated into spelling rule, syllable, penmanship, phonogram and morphology lessons.

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**12:00 – 1:15 PM**  
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**LUNCH**  
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**II-A Orton-Gillingham Multisensory Math and Manipulatives For Primary To Intermediate Grades** (2 Parts, with I-A and III-A)

*Marilyn Wardrop, Honorary Fellow/AOGPE, Canadian Academy of Therapeutic Tutors*

Part 2 extends basic concepts to multiplication and division using a structured, cumulative approach that assures retention and success.

**II-B Coping with the Motor Component: Handwriting and Keyboarding**

*Diana H. King, Honorary Founding Fellow/AOGPE*

Establishing correct posture, position, and grip are prerequisites, and correct letter formation is essential for fluency and legibility. Participants will learn a foolproof method for teaching keyboarding at all ages.

**II-C Orton-Gillingham Early Intervention** (2 parts, with III-C)

*Ron Yoshimoto, M.Ed., M.S.W., Fellow/AOGPE; Director of Training (MSL Centre, Singapore);*

*OG Trainer: Hawaii Dept. of Education*

The presenter will discuss O-G early intervention projects in Hawaii and Singapore. He will share material for preschool/kindergarten including lesson plans, procedures, etc. in this hands-on workshop.

**II-D Basic Principles for Teaching Content Area Subjects to Students with Dyslexia**

*Dana Blackhurst*

The integration of content area subjects within the classroom and throughout the day for students with dyslexia will be discussed along with the necessary organization and advocacy skills. Using a multisensory approach, demonstrations will be provided.

**II-E What is The Orton-Gillingham Approach?**

*Rosalie Davis, President and Fellow/AOGPE*

Rosalie Davis will provide a brief history of the work of Dr. Samuel Orton and Anna Gillingham, discussing specific components of each aspect of the approach.

**II-F Syllabication: The Second Tier for Decoding**

*Corey Zylstra, OG Trainer (CATT,OG) Executive Director of REACH O-G Learning Center*

Recognition and reinforcement of syllable patterns aids in decoding unfamiliar words, in reading fluency, and in the encoding abilities of our students. Syllables can be taught using clear and simple hand symbols to represent each syllable pattern. This energetic and interactive presentation will demonstrate these hand symbols, allowing students another concrete kinesthetic link with syllables. Attendees will be provided with several hands-on fun activities and games and lesson record pages that can be integrated the following Monday.

**II-G Comprehension and All That Jazz!** (Part 2, with I-G)

*Suzanne Carreker, MS, CALT-QI, V.P. of Program Development at Neuhaus Education Center*

Part 2 will continue presenting activities and strategies that develop oral language and improve reading comprehension.

**II-H Reading and Writing: Perfect Together!** (Part 2, with I-H)

*David Katz, Fellow- In-Training/AOGPE*

Part 2: In this hands-on session, attendees will continue exploring techniques for developing students' reading and writing skills.

**II-I Dyslexia: Testing Times – Issues and Strategies For Identification and Assessment**

*Gavin Reid. Ph.D.*

This talk will discuss current issues in relation to identifying dyslexia. There will be a particular focus on early identification, evidence informed practice, and issues relating to the who, what, and why of assessment.

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## 3:00 – 4:15 PM BREAKOUT SESSION III

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### III-A Orton-Gillingham Multisensory Math and Manipulatives for Primary to Intermediate Grades (Part 3, with I-A and II-A)

*Marilyn Wardrop, Honorary Fellow/AOGPE, Canadian Academy of Therapeutic Tutors*

Part 3 provides an introduction to fractions, advanced concepts, and the O-G math lesson plan.

### III-B So You Want To Be A Fellow?

*Terri Peterson, Fellow/AOGPE, Moderator*

Here's your chance to get together with others working on their "Fellow" certification, as well as some who have made it through the process. Ask questions, compare notes, and get some sound guidance.

### III-C Orton-Gillingham Early Intervention (Part 2, with II-C)

*Ron Yoshimoto, M.Ed., M.S.W., Fellow/AOGPE*

Part 2 will continue this hands-on workshop.

### III-D Orton-Gillingham Manipulatives and Games

*Dawn M. Nieman, Fellow/AOGPE*

Participants will learn how to create and use a variety of O-G based games and manipulatives in their language based program to enhance student learning.

### III-E Teaching Orton-Gillingham in an Urban High School Setting

*Nancy Carroll, Certified Member/AOGPE & Deborah Foster, Certified Member/AOGPE*

This session addresses O-G teacher training and services in public, charter, and parochial school settings (elementary through high school).

### III-F. The Orton-Gillingham Approach and Morphology...Essential Interweaving

*Jean Osman, Fellow/AOGPE*

Teaching advanced level language structure is an essential element included in good O-G teaching. Students who need O-G instruction also need to be taught how to apply knowledge of syllable patterns and syllable division rules to the interrelationships among Anglo-Saxon, Latin and Greek roots and affixes, and eventually their need to be included in teaching grammar.

### III-G. The Fourth Grade Reading Slump: The What, The Why and The How

*Angela Wilkins, Founding Fellow/AOGPE*

Anna Gillingham wrote that reading must always "be to acquire ideas." Based on recent studies, the session will focus on integrating the continuum of language skills that impact reading comprehension into an O-G lesson and offer practical suggestions for weaving meta-cognitive strategies into an O-G lesson designed to enable children to understand the relationships among words, phrases, sentences, and paragraphs.

### III-H. The Relationship of Spelling Errors to Diagnostic and Prescriptive Instruction

*Susan Santora, M.S., Director of Learning House, Fellow/AOGPE*

Spelling errors provide a window into a student's processing of the alphabetic principle as well as guidelines for diagnostic and prescriptive instruction. Participants will learn to classify error types and apply the information to developing an individualized lesson plan.

### III-I. Organize Your Orton-Gillingham Practice!

*Andrea Greer Silvia, Esq. Education Advocate, Fellow/AOGPE*

Whether working in a classroom or in a private practice, organization is key to professional success. It is also critical now that professionals are routinely questioned and scrutinized both at parent/teacher conferences and in legal hearings. This workshop demonstrates how to organize documents and records for three or thirty students, so that one not only answers questions accurately, but also has key information on hand for every meeting.

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## 4:15 – 4:45 PM ANNUAL MEMBERSHIP MEETING

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