



Takeaways from the Fellow Webinar: The Certified Level Application

By Lisa Brooks and Deb Morris

Forty-seven Fellows joined the annual live Fellow Webinar on October 11, 2018 eager to hear strategies and tips for improving trainee outcomes regarding the Certified level application process. With input from the Certifying and Standards committees, Lisa Brooks, F/AOGPE and Deb Morris, F/AOGPE from Commonwealth Learning Center's Professional Training Institute presented a 70-minute session on writing Certified-level student profiles and lesson plans that reflect Academy standards. Their goal was to provide Fellows and Fellows-in-Training with a better understanding of frequently-encountered application errors that may result in deferrals.

Following were key takeaways from the webinar for Fellows to share with their candidates:

The Fellow and the Certified candidate must work together.

The Fellow will guide the candidate in selecting appropriate students and determining what constitutes a "higher" level of instruction.

Certified level application rubrics are available on Fluid Review.

The rubrics in the resources section of Fluid Review are provided as a guideline; Fellows should provide direct instruction and practice in writing profiles and annotated lesson plans following the rubric as a guide.

At least one of the two profile students must have cognitive assessments.

This will allow the Certified candidate to show understanding of interpretation and ability as well as the ability to discuss the student's cognitive strengths and weaknesses. Of

course, the candidate does not need to administer cognitive assessments, but he or she should be able to discuss them in the student profile.

The candidate needs to be explicit in identifying and explaining student errors.

Annotations should detail authentic error handling with actual errors that occurred in the lesson. The error discussion should show the candidate's ability to be diagnostic and prescriptive.


Appropriate pace of instruction is key.

The candidate should demonstrate appropriate pacing and appropriate rate of new skill introduction. Moving too quickly without mastery is a common pitfall.

The candidate must maintain anonymity in submitted materials.

Please use a pseudonym or just initials for the student name. Redact the student name if it is written on the student work. Candidates must

not include their Fellow's name anywhere on or in the lesson plan sequence or profile as applications are blind reviewed.

The Fellow webinar is posted in the member section of the AOGPE website with an accompanying handout. It will remain there as a reference for training Fellows, Fellows-in-Training, and Clinical Supervisors. The Academy hopes that the webinars will continue to serve as a resource for those who train candidates - a venue for providing the most recent information from Academy committees, a forum for asking questions, and a community for support and guidance in our vital work. 



Deb Morris, F/AOGPE (left) and Lisa Brooks, F/AOGPE



IN THIS ISSUE

Winter/Spring 2019

Takeaways from the Fellow Webinar: The Certified Level Application | **1**

President's Message | **2-3**

Orton-Gillingham Success Story: Cate's Story | **3-4**

An Appreciation of My Friend Rosalie Davis | **5-6**

Upcoming Events | **6**

mahgnillig-notrO molahS (Shalom Orton-Gillingham from right-to-left) | **7**

Golden Rules for Teachers | **8**

Riverside School Expands Campus, Continues Growth from Modest Beginnings | **9-10**

2019 AOGPE Conference "Diversity in Dyslexia" | **11**

Win-Win Summer for Dyslexic Students | **12-14**

2018 Gifts and Grants to AOGPE | **15**

Book Review | Never Too Late Teaching Adults to Read & Write | **16-17**

Using Assessment Data to Maximize Student Growth for OG Group Instruction | **18-22**

AOGPE 2018 Accomplishments and 2019 Goals | **23**

AOGPE Standing Committees | **24**

Academy Accredited Training Programs | **25**

Academy Accredited Instructional Programs in Schools | **26**

Academy Accredited Instructional Programs in Clinics | **26**

Academy Accredited Instructional Programs in Camps | **26**

AOGPE Reception, IDA Conference | **27**

New Members, Spring 2019 | **28**

AOGPE Welcomes New Fellows | **29**

AOGPE Mission Statement and Board of Trustees | **29**

President's Message

Dear Friends,

In this letter, I would like to discuss our conference in April, the support the AOGPE has received, and our relationship with the IDA.



The AOGPE conference has always been my favorite conference of the year! The conference sessions will help you bring theory into practice with our unique emphasis on OG. You can learn from researchers and accomplished Academy members. Our Spring Conference, Diversity in Dyslexia, is April 5 and 6 in White Plains, New York, at the Crowne Plaza Hotel. Sunday, April 7, we will have a Fellows Workshop for Fellows and Fellows-in-Training. This is a special opportunity to grow professionally at the Fellow level. You can register through the AOGPE website.

We want to thank Boon Philanthropy for its ongoing support of Academy training. The Academy has already been able to award \$8,775 in scholarship money to committed trainees, and will be awarding an additional \$4,000 in the spring. Please check the Academy's website for more information. We are grateful for the support Henry Sinclair Sherrill has shown. His mother Patty was a committed teacher of reading, and he wants to further her legacy.

As many of you know, the AOGPE and the IDA have a long history of working together. We will continue to maintain that relationship. Some of our Fellows serve on the IDA Board, and we support the IDA conferences. During the past five years or so, IDA has been rolling out their own certification and accreditation levels. The AOGPE Presidents and Board Members have committed hundreds of hours and traveled at their own expense to meet with IDA representatives and share our input and concerns regarding their certification plans. Our biggest concern has been whether the certification and accreditation approach they were creating would result in well-prepared teachers of dyslexic individuals. We continue to have concerns, which is troubling given our long-term commitment to the IDA.

During this time, the AOGPE has been recognized as an IDA accredited training partner. That has raised questions from our members about what that means to us as certified members of the Academy. We have been asked whether it is necessary for certified members of the Academy to get an IDA certification in addition to their regular IDA membership.

The Academy's position is that it is the individual's choice, but that it is not necessary. An AOGPE certification is held in high esteem, and is a professional accomplishment of which to be proud. We are OG; we are not Structured Literacy™. That is a broader term, which IDA has applied to a wide range of methods, programs, and approaches that vary widely in efficacy and training standards.

continued on page 3...



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!

Orton-Gillingham Success Story: Cate's Story

By Christina Bruno-Liotine, C/AOGPE

When I was training at the Certified Level, my fellow, Ann Edwards, continuously emphasized that a Certified Level Orton-Gillingham Practitioner must be able to help anyone that walked through his or her door, especially an adult. In my private practice as an AOGPE Practitioner, I work with students of all ages. Cate, age 17, is one of the students that I work with in my private practice.

Last spring, I received a phone call from a very excited mother, Christine. She told me all about her daughter, Cate. Cate was entering her senior year of high school and had been diagnosed with dyslexia. Cate was hoping to go to college the following year, and she had never really had worked with a dyslexia specialist. Her mother had brought her to tutoring centers that didn't fit her needs but was hoping to find someone that could meet her needs as a dyslexic learner. Her mom wanted her to work with me, if only for a year, so she could have more foundational skills prior to going to college.

The first time I met Cate, I knew that she would be a wonderful student. Cate has vibrant, red-curly hair, just like her personality, and she was able to express what she wanted to work on. She wanted to work on decoding, encoding,

reading comprehension, and most importantly, writing skills. While working with Cate, I utilized a flow chart for older students that my Fellow, Ann, had shared with me. We

worked on spelling rules, layers of the language, syllabification, morphology, inferential comprehension, and sentence structure. I utilized Judith Hochman's Writing Approach in order to help Cate refine her writing. My fellow encouraged me to take the workshop at Windward while I was studying at the Certified Level.

During the tutoring sessions, Cate was very eager to learn. In fact, I have never had a student that loved to learn as much as Cate. According to Cate, the tutoring helped in every way. "During my reading classes in my senior year, I noticed a huge difference. In a particular class, I

was assigned a lot of challenging articles to read. Since I was receiving the Orton-Gillingham tutoring, I was able to decode the text more easily. After reading the text with more ease, I could better understand what I was reading. I was able to focus on what the words meant. My vocabulary seemed to have improved." Cate also learned several morphemes that allowed her to understand the meaning of words while she was reading context.

continued on page 4...



President's Message (CONTINUED FROM PAGE 2)

The AOGPE is a nonprofit that was formed as a certifying and accrediting organization more than 25 years ago. We uphold professional standards for authentic Orton-Gillingham training, the most sought after instruction for individuals with dyslexia. We are authentic because we hold true to the principles of the Orton-Gillingham Approach and train to those standards. The latest research provides evidence for why the Orton-Gillingham Approach is effective when we adhere to those principles. As a certified AOGPE member implementing the Approach with fidelity, you can change the

trajectory of an individual's life. That's the difference that is most important.

Thank you for making that difference in the lives of your students!

Beth McClure

Beth McClure, F/AOGPE
President



Orton-Gillingham Success Story: Cate's Story (CONTINUED FROM PAGE 3)

When I asked Cate how the Orton-Gillingham Approach attributed to her success, she said that the multisensory writing helped her write her college essays. She felt that her sentence structure was stronger, and she was able to use varied vocabulary. She also had more of what she describes as an “awareness” of what she was reading and writing. Cate definitely felt more confident in her reading and writing.

It is now a year later, and Cate is on her way to college. She has successfully graduated from The Notre Dame School of Manhattan, a Catholic High School in New York City, and will be attending Quinnipiac University in the fall. At her graduation, she received an award for good character and displaying the school's values. Being dyslexic, high school was not without its struggles. She opted out of foreign language in freshman year as it was “hindering her grade a lot.” This allowed her to focus more on other subjects. She had to put a tremendous effort into all of her classes to be successful, especially those that pertained to reading and writing. Now that she is a more fluent and accurate reader, school is not as challenging as it once was.

Cate published the following essay in her school's annual magazine about having dyslexia. She entitled it, “Reading Difficulties:”

“Reading Difficulties”

“So you can read?” I've heard this question many times throughout my life. If you're wondering if I can read, the answer is yes. I don't see letters like alphabet soup, yet reading is challenging for me. One of my favorite memories as a kid is sitting in my aunt's backyard as a six-year-old girl, chatting with my mother and her friends and offering them some advice. I still remember them proudly telling me that I was going to be such a resilient and strong woman. But I wondered, how would I become a strong woman if I was incapable of spelling half of the words on a 10-word spelling test?


It all started to make sense in the fifth grade when my teacher advised my parents to get a professional diagnosis for the trouble I was having in school. Six years, and thou-

sands of dollars later, my parents were handed a nineteen-page essay that defines my identity. Developmental dyslexia, weak phonological processing skills, weak verbal working memory, weakness in both reading and writing, weak reading coding and fluency, slowed reading rate and lower than expected writing skills are all terms that are repeated numerous times throughout my IEP (Individualized Education Program). At the time, it was difficult to imagine “future me” being that strong woman when every little imperfection had been harshly exposed by a series of mentally excruciating tests.

Through these hardships, I can confidently say that I have become the strong woman my mom and her friends envisioned all those years ago. I am proud of every piece of what makes me, me. While I have many obstacles in my future, I am glad that I am dyslexic. If I wasn't dyslexic, I believe that I wouldn't have the interpersonal skills and strengths I have today. I have learned to advocate for myself and take control and responsibility for my actions. I am proud of this “weakness” and rather than regarding my dyslexia as a disability, I embrace it as something that makes me that resilient strong woman – something that makes me Cate.

-Catherine, '18

When her mother, Christine, showed it to me, I wanted to share Cate's story and spirit with the other members of the Academy. Her determination and positive outlook makes her a role model for all students and people with dyslexia. Her mother also wanted to note that she feels every single English teacher should be required to have Orton-Gillingham training and have knowledge on how to treat dyslexia. Like other students with dyslexia, Cate isn't stupid or lazy. She just learns differently and is very bright. Christine is very grateful to have found someone that was able to teach Cate, and I am very grateful to have worked with her. It has been a wonderful experience.

Cate's message to all people with dyslexia is: “All students with dyslexia can succeed with the right help and right mindset. Always believe in yourself.” 



The Academy's application process is online!

Go to <https://orton-gillingham.fluidreview.com/> and set up your account.

Make sure you select the correct “stream” based on the certification for which you are applying. After creating an account, check out the Resource Section for information on each application stream.

Questions? Email info@ortonacademy.org

An Appreciation of My Friend Rosalie Davis

By Gina Calloway Farinholt, Head of School, Retired 2015

INTRODUCTION

After 28 years of dedicated service, Rosalie Davis retired from The Schenck School this summer, but she plans to continue her efforts supporting dyslexia education and remediation. Some of her future work will include continuing to train teachers in the Orton-Gillingham Approach, mentoring teachers, and helping individuals advancing to the Fellow Level in the Academy of Orton-Gillingham Practitioners and Educators (AOGPE).

Rosalie's depth of knowledge about dyslexia and dyslexia remediation is vast. She has personally trained hundreds of teachers from independent, public, and collegiate-level schools throughout the southeast in the Orton-Gillingham Approach. She is accomplished on a national level through her involvement with the AOGPE Board of Trustees, including many years as the President.



It all started on an August day in 1990. It was the morning of my first day as a new teacher at The Schenck School. There were ten others like me sitting in the library of the old school building ready for orientation with Marge Tillman. It was a bit intimidating. Looking back around the room in my memory, there is only one individual I remember and for good reason.

Of course, we began with self-introductions. I remember Rosalie Davis speaking. I wish I could quote her words verbatim. As memory serves, she spoke with huge enthusiasm about joining the faculty of The Schenck School after having taught elsewhere. On her own, Rosalie had researched the school when she saw first-hand how well students who had attended it were

doing after they left. Rosalie took it upon herself to visit the School. She was hooked.

Little did either of us know what was in store for us or the school! *Adventure Number 1.*

Rosalie taught middle school, and I taught the little ones, both as associate teachers for a year and then as leads. We were in the same building but worlds apart in our daily duties!

As the years went by, our friendship and collegiality grew. As other faculty came and went, there was always a strong core of "us."

Then, things began to change as senior administrators neared retirement and roles started to shift.

Marge Tillman was promoted to Director of the School upon David Schenck's retirement. The position of associate director was open, and Rosalie was tapped to fill it – a wise move! As such, she took on a major role not only in teacher supervision and admissions but also began "understudying" with Marge to take over training new faculty.



Not long after, the position of lower level principal was created. I applied and was selected. Rosalie and Gena, together again. *Adventure Number 2.*

Things were changing rapidly. The school was growing in enrollment and physical size. David Schenck was still there each and every day as director emeritus. When

Marge Tillman announced her retirement, I was asked to take the helm as Head of School with Rosalie continuing as Associate Head. *Adventure Number 3.*

In the summer of 2001, Rosalie and I marveled at the school's incredibly low faculty turn-over which meant there were only a few new teachers each year she would spend a great deal of time training. So she said (another vivid memory for me), "Let's train outside teachers and tutors!" I can recall where we were and those exact words. Rosalie was immediately all-in. The response was overwhelming, and Orton-Gillingham teacher training rapidly expanded. *Adventure Number 4.*

Frankly, I am at a loss for a few words to adequately describe what Rosalie has done for The Schenck School since that fateful July day! It reaches beyond the physical expansion

continued on page 6...


An Appreciation of My Friend Rosalie Davis (CONTINUED FROM PAGE 5)



Rosalie Davis and Gina Calloway Farinholt

and number of students. In Rosalie's capable hands, the teacher training program at The Schenck School has become nationally known. She has trained scores and scores of teachers, tutors, and parents.

Because of her quality execution of teacher training, The Schenck School became one of the original Academy of Orton-Gillingham Practitioners and Educators (AOGPE) accredited schools and training sites. Rosalie speaks at conferences and professional development programs nationwide, as well as teaches university classes and works with public and private school teachers.

Adventure Number 5. AOGPE asked Rosalie to serve on their Board of Trustees in 2003. She served so well that she was named Board Chair in 2008. Rosalie took these additional duties in stride, and the Academy soared. The Schenck School soared. All that Rosalie has accomplished is a vital part of why The Schenck School is where it is today. So, dear friend and colleague, I salute you! David Schenck would be proud. *Adventure Number 6?* 



Upcoming Events

2019 ALLIANCE CONFERENCE

September 27 & 28 (Friday & Saturday)

Charlotte Marriott Downtown, Charlotte, NC

Keynote Speaker: Eric Tridas, M.D.

2019 IDA CONFERENCE

November 7-9 | Oregon Convention Center | Portland, OR

Academy Sponsored Reception

Thursday | November 7 | 5:30 pm - 7:00 pm

2019 AOGPE Fellow Webinar

October 17 | Thursday | Online: 6:00 pm – 7:30 pm EST

Topic: TBD

Open to Fellows, Fellows-in-Training and Certified Members

Check the AOGPE website for registration information.

The Webinar will be available to all members in the member section of the website by October 25, 2019

2020 AOGPE Conference

April 3-4 | Friday & Saturday

Atlanta Marriott Buckhead Hotel & Conference Center | Atlanta, Georgia

mahgnilliG-notrO molahS (Shalom Orton-Gillingham from right-to-left)

by Andrea Greer, MA, JD, MSW, F/AOGPE

As Orton-Gillingham instruction is an approach geared to teach a phonetic language, Orton-Gillingham instruction and Hebrew are a perfect fit. Hebrew has 22 letters, and each letter makes one sound. There are no digraphs or vowel teams. There is no silent *e* or anything similar. The vowels' symbols are placed under consonant symbols, and this makes each word extremely easy to break into syllables. Some letter symbols are called final letters, and these symbols come at the end of a word. Syllables can be open or closed, and opening or closing a syllable does not change the sound of the vowel. Hebrew is a morphemic language so there are roots, prefixes, and suffixes to aide in decoding and comprehension. Hebrew is read from right-to-left, but this rarely is an issue when teaching the language.

My Hebrew Orton-Gillingham language instruction course is always a work in progress as I continue to consult with Hebrew teachers and practice on myself. To start, I created consonant and vowel cards using white and pink index cards. Then, I created syllable practice cards by taking high frequency Hebrew words and breaking them into syllables. I created morpheme cards for morpheme practice. I created vocabulary cards using vocabulary from common daily prayers, holiday prayers, bar/bat mitzvah prayers and words needed while traveling in Israel.




The procedure of an Orton-Gillingham Hebrew lesson is exactly like an Orton-Gillingham English lesson with direct instruction, card drills, reading words in isolation, reading sentences, and doing dictation for spelling. At the end of the lesson, when the student is ready, there is a reading passage to practice fluency. For most of the American students I encounter, this passage will be from a common prayer or a prayer needed for a bar or bat mitzvah.

So how did this project begin? I am an Orton-Gillingham Fellow, teacher-trainer, and practitioner in the New York City area. Since working under supervision in 1995, I've come across a number of young students studying for their bar or bat mitzvahs, wishing someone taught Hebrew using our

approach. Finally, after years of contemplating, I consulted a number of Hebrew teachers to help me create an appropriate approach so these students could learn a second language. The road has been rocky, but I keep moving forward. At one point, I collaborated with a Hebrew teacher, and we co-taught a three-day workshop. Eighteen teachers from the Northeast signed up, and all found it very extremely helpful. I continue to get positive feedback by email as they continue to develop their teaching instruction. Since then, I haven't taught a formal course, but I've collaborated with other Hebrew teachers to practice the methods and to continue to tweak the teacher instruction. Simultaneously, I've learned so much about Hebrew, about language in general, and about the flexibility of our knowledge and skills, so it has been a win-win situation for all.

In the New York City area, I am not the only Academy Fellow teaching Orton-Gillingham for Hebrew. In Brooklyn, my mentor, Amy Bailin, an Academy Founding Fellow, worked with several Hebrew teachers whom she trained to devise their own Hebrew Orton-Gillingham Approach. Collectively and separately, they have trained other teachers and tutors in local yeshivas (Jewish day schools). As Hebrew is a phonetic language, teaching and learning this language using the Orton-Gillingham Approach simply makes sense.

The more I learn, the more I can apply to this program, so this keeps me motivated and practicing. Since practicing using the Orton-Gillingham Approach, my Hebrew decoding, fluency, and comprehension have improved significantly. I am planning to take my sixth trip to Israel in the near future; in the meantime, I often venture to my shul (place of worship) to eat some warm challah (egg bread) and measure my progress with my Rebbetzin (rabbi's wife). For Jews, the Hebrew language not only is a way to communicate but also is a way to access spiritual text and have a deeper, more connected relationship with a higher power. Therefore, in Jewish communities worldwide, it is critical to make the language accessible to all Jewish spiritual seekers, including dyslexic students. 

Golden Rules for Teachers | By Diana Hanbury King

If you are currently working with students, the “Golden Rules” in this guide are meant to help you both reflect upon and, where appropriate, modify your teaching practices. It will be useful to reflect upon the ways in which you incorporate these rules into your teaching and how your students respond to them.

Over the next several newsletters, an excerpt of Diana’s rules will be presented. Stay tuned in future newsletters for more practical and timely advice.

Rule #3: CLASS CONTROL

Your class is noisy. They have just come in from recess or lunch, and things are getting out of control. What do you do? The worst thing you can do is to start yelling at them or threatening them. This may seem counter-intuitive, but what works best is to lower your voice; they will quiet down because they will want to know what you are saying. Another possibility is to stand there, smile, and wait; they will usually get the message.

What if it is a single student, or a couple of them who are being disruptive? In that case, keep on teaching, but look at them and move towards them while continuing to lecture. If necessary, pause, smile, and say their names.

Never, under any circumstances, show a lack of respect. Never threaten, tease, or humiliate a student.

Rule #4: COPING WITH ERRORS

“Do not fear mistakes- there are none.” - Miles Davis

“What the child doesn’t know, the teacher hasn’t taught.”

- Anna Gillingham

Students, especially those who have had difficulty in school, are often too afraid to attempt something because they are afraid of being wrong. They have a long history of their peers laughing at them, of teachers saying things such as...

“Why can’t you be more careful?”

“We did that just yesterday. Why can’t you remember?”

“You’ll have to stay in for recess and do that page over again.”

Actually, errors students make are a useful force in shaping your teaching. When one of my students makes a mistake, I think, “Aha! That is something I need to reteach.” Teaching means working to a level of mastery.

Students need to feel comfortable taking risks and making mistakes. I once watched a teacher whom I had trained working with a group of third graders. She dictated a word (I only wish I could remember what it was), asked each student how they had spelled it, and then put all five spellings on the board. They discussed the matter freely and determined the most likely correct spelling. Nobody had any reason to feel embarrassed or diminished. 🌱



Diana Hanbury King

Academy of Orton-Gillingham Pins



1. Fellow Level: Green/Gold

2. Certified Level: Red/Gold

3. Associate Level: Antiqued Gold

4. Classroom Educator Level: Antiqued Silver

Riverside School Expands Campus, Continues Growth from Modest Beginnings

by Cynthia Davis, F/AOGPE and Andrew Blair, Riverside Communications and Marketing Coordinator

For more than 40 years, Riverside School, an independent day school based in Richmond Virginia, has fostered a tradition of academic excellence for children with dyslexia and similar language-based differences. Riverside's founder, Pat DeOrio, who rose above dyslexia herself, personally understood what it took to unlock the potential of students like her.



Riverside School, early 1970s

Riverside School was conceived in Pat's basement, where she tutored children from all over Richmond who were "falling through the cracks." The parents of one of Pat's students encouraged her to expand her outreach, and he offered to sell her property on which she could start an official program.

In 1972, Pat took a leap of faith and formed a Board of Directors who helped her to purchase the property and modify its old schoolhouse to suit their purposes. The 30 students who attended Riverside in 1974 surely did not know that they were attending one of the first schools in the nation to specialize in services to children with specific learning disabilities.

Ruth Harris joined Pat DeOrio in 1976; she brought the Orton-Gillingham Approach to Riverside School directly from June Orton. Ruth was trained in the OG Approach by June Orton after Ruth's 12-year-old son was diagnosed with dyslexia in the 1960s. In 1974, when Ruth's husband, Dr. Lou Harris, got an offer to work at Virginia Commonwealth University, the Harris family moved to Richmond. Ruth found Pat, and they partnered together to turn Riverside into a premier school for children with dyslexia.

When Ruth, an Academy of Orton-Gillingham Practitioners and Educators Fellow, passed away in 2014, she was respected by many for her selfless dedication to sharing her knowledge of the Orton-Gillingham Approach with hundreds of teachers. For years, she worked tirelessly to train and

equip classroom teachers and tutors at Riverside. Ruth also established Riverside's Language Fundamentals program, which provided each student with 45 minutes of daily, one-on-one language therapy.

Ruth celebrated with founder Pat DeOrio when Riverside's first capital campaign successfully raised funds for additional space. In 1989, Riverside opened a new building with an additional 5 classrooms, 11 tutoring rooms, a kitchen, a commons area, and office space.

Although she had reduced her role to consulting and providing formal OG training in the summer, Ruth later encouraged Pat and the Riverside staff as they pursued AOGPE accreditation. Carolyn Webb, Nancy Spencer (both now Fellows with the Academy) and the visiting Marcia Mann, a Founding Fellow, led Riverside through a self-study as part of the accreditation process. Riverside's training program was awarded accreditation from the Academy in 2001, and the school was accredited in 2002.

Ruth was finally able to hand over all training responsibilities to new Fellow Carolyn Webb because she knew that the school now had strong standards in place. "I feel very confident in turning over the program to you," she wrote to Carolyn. Regarding this accreditation, in July 2018, Carolyn said, "One reason Riverside has reached excellence is because when we had an Accredited Training Facility, we attracted high-quality teachers."

Riverside was excellent, and it was again bursting at the seams. A second successful capital campaign ending in 2006 made a new Intermediate School building possible. This building provided two more classrooms, a gymnasium for PE (and for AOGPE training!)

continued on page 10...



P. Buckley Moss, Pat DeOrio, John Purcell, and Ruth Harris at the November 19, 1989 Ribbon Cutting ceremonies at Riverside School

School building possible. This building provided two more classrooms, a gymnasium for PE (and for AOGPE training!)

Riverside School Expands Campus, Continues Growth... | (CONTINUED FROM PAGE 9)

and an art studio. It allowed the school to accommodate up to 72 students.

In 2015, Gena Fairholt F/AOGPE and former Head of School at The Schenck School in Atlanta moved to Richmond to be with her new husband. Luckily Riverside's Board of Directors was able to convince her to postpone her retirement plans so that she could take on the role of Interim Head of School. Gena led a search to find Riverside's current Head of School, Hal Waller, who became Riverside's Head of School in July 2017.

Through the years, Riverside's mission has remained constant: to provide remediation of language skills for students with dyslexia and similar language-based learning differences in grades K-8, so that they can return to mainstream education fully prepared to realize their highest potential.

One-on-one OG tutoring continues to be a hallmark of Riverside's educational approach, as the close teacher-student relationships allow for continuous feedback, positive reinforcement, high success rate, increased self-confidence, and a bright future for students. Riverside's teaching approach continues to prioritize small classes; an individualized, structured and multisensory curriculum; and a nurturing environment.

Riverside School is proud to be the only school in Virginia to have their instructional and training programs accredited by the Academy of Orton-Gillingham Practitioners and Educators. While there are other schools in Virginia that assist children with learning differences, Riverside is the only one that is AOGPE accredited.

New Head of School Hal Waller has been putting his experience in educational leadership and development to work at Riverside. In June 2018, thanks to his hard work and his partnership with Gena Farinholt and the Board, Riverside received full accreditation from the VAIS (Virginia Association of Independent Schools) and SAIS (Southern Association of

Independent Schools) - two of the most prestigious private school accrediting bodies on the East Coast.

In August 2018, Riverside took the next step in its ability to serve more families. The school signed a lease for classroom and playing field space from St. Michael's Church, adjacent to its campus, which allowed it to expand its enrollment capacity to 80 students for the 2018-2019 school year.



Hal Waller, Head of School, working on the path between Riverside and its newly leased property, Ticer Hall.

The extra space allowed Riverside to move from seven to eight homerooms, and to keep its small student ratio; only the two intermediate homerooms have more than 10 students. Riverside also gained extra ability to organize math groups according to individual student profiles. Eleven math teachers now have a place to teach, and the average math group size is seven students. The additional space also helped to accommodate the new one-on-one OG tutors hired to instruct the extra students. Now intermediate

students have larger homerooms in which to spread out and learn, and younger students are delighted by the extra playground. All students receive a minimum of three movement periods a day, so they enjoy the new blacktop area, basketball court, and soccer practice field.

Riverside truly has more room to flourish in a number of ways thanks to the new property. The school expectantly looks forward to continuing its legacy of instructional excellence for many years to come.

"One of the strengths of Riverside School is our rich history and our dedication to our original mission. Riverside has been using the Orton-Gillingham Approach to help students with dyslexia and other language-based learning differences for more than 40 years—almost to the date of the school's founding," says Mr. Waller. "Very few schools can boast of such a consistent mission and vision for its students and families, and the longevity of our success is truly remarkable." 🌱



[Academy of Orton-Gillingham
Practitioners and Educators](#)
[AOGPE Friends](#)



[Follow us on Twitter](#)
[@aogpe](#)



Visit our Website
www.ortonacademy.org



2019 AOGPE ANNUAL CONFERENCE

“Diversity in Dyslexia”

April 5 & 6, 2019

(Friday and Saturday)

Crowne Plaza

66 Hale Avenue, White Plains, NY 10601

Reservations: 914.682.0050 or 1.877.834.3613

Group Code: E19

[HOTEL RESERVATION LINK](#)

KEYNOTE SPEAKERS:



FRIDAY:

Nicole Landi, Ph.D.

Assistant Professor, Department of Psychological Sciences, Director, LandiLab, University of Connecticut, Storrs, CT and Director of EEG Research, Haskins Laboratories, Yale University, New Haven, CT



SATURDAY:

Judith C. Hochman, Ed.D.

Creator of The Hochman Method and founder of The Writing Revolution, New York, NY

For conference information including the program, registration, transportation, and scholarship information please visit the Academy's website:

<https://www.ortonacademy.org/conference/>

[ONLINE REGISTRATION LINK](#)

[CLICK HERE FOR CONFERENCE SCHOLARSHIP OPPORTUNITIES](#)

The conference is open to all who are interested in the OG Approach, including Members of the Academy, Administrators, Advocates, Educators, Individuals with Dyslexia, Parents, Physicians, Psychologists, Speech Therapists, and Teachers.

Win-Win Summer for Dyslexic Students | By Joyce Bilgrave, M.Ed.

It is well known that dyslexic students, as well as many non-dyslexic students, regress academically in the summer. A strong case can be made for the value, and even the necessity for dyslexic students to receive intensive academic summer programming.

My Dyslexic Son, John

Let me share with you some personal information, for I believe my experiences as a young teacher and a mother of John, a profoundly dyslexic child, still have much in common with what so many parents continue to experience today.

In the 1960s, Roger Saunders, a brilliant psychologist and one of the founders of the International Dyslexia Association, diagnosed John as a “gifted dyslexic.” I had been teaching for a number of years, but had never heard the term “dyslexia.” I questioned Saunders, “What is it? Is it fatal? How do you catch dys-whatever-you-call-it? How do you treat it?” I was lost, very confused, and deeply concerned. Saunders chuckled at my question about it being fatal and explained that it was a learning difference that could be effectively treated with the appropriate teaching approaches, specifically Orton-Gillingham, now scientifically validated to be the most effective way to teach all young children to read and a must for dyslexic students.

Prior to this conversation, I had been teaching for a number of years, loved it, and was successful at it. I took graduate work at Yale. Their School of Education was deeply involved in research on developmental delay which is more prevalent in boys. They had developed a screening test, which I took back to my school. We tested all incoming first graders and identified 11 boys who seemed to be developmentally delayed. Subsequently, we started a post-kindergarten/pre-first grade class consisting of these boys, including John. All well and good . . . until I discovered that John, now half way through first grade, had no idea what the sounds of any of the letters were. How could this be? Saunders said that there was only one woman in Baltimore who was trained in

Orton-Gillingham, but she had no room for another child.

Saunders and Margaret Rawson were starting classes to teach teachers how to use Orton-Gillingham to work successfully with dyslexic students. Saunders asked if I would like to be a part of the class. I jumped in, and for the first time in my life actually experienced the phenomenon of “lights going on!” I was exhilarated with the genius and common sense of the system. I felt dismay as I thought of students I had worked with whom I thought to be slow, unmotivated, and obstinate, as I now realized that they were probably dyslexic.

At the end of his third grade, and even with the help of a good private tutor, he was still reading at the beginning second-grade level. Saunders re-evaluated him, and advised, “He must go to summer camp and have intensive, appropriate help.” Saunders recommended Camp Dunnabeck, an 8-week summer camp located in the mountains of Western Pennsylvania that specifically served dyslexic children using Orton-Gillingham, and had been founded several years earlier by Diana Hanbury King.

I was reluctant to send him away for an 8-week boarding camp. I thought, “If he needs this kind of programming, there must be other youngsters in the Baltimore area who could also benefit from it,” so David Malin and I, under the mentorship of Roger Saunders and Margaret Rawson, started Camp Bombadil, which was a 6-week summer day camp for dyslexic kids. At the end of that first summer, our students’ parents asked for a full-time school specifically for dyslexic students, and so the Jemicy School was born.

John did eventually go to Camp Dunnabeck for two summers, and it was a life-changing experience for him. He completed high school, took a year off, and then graduated from California Polytechnic State University. Since then, he has started multiple businesses, married, and has two sons, one of whom is also dyslexic. Presently, he has a successful career in construction.

continued on page 13...

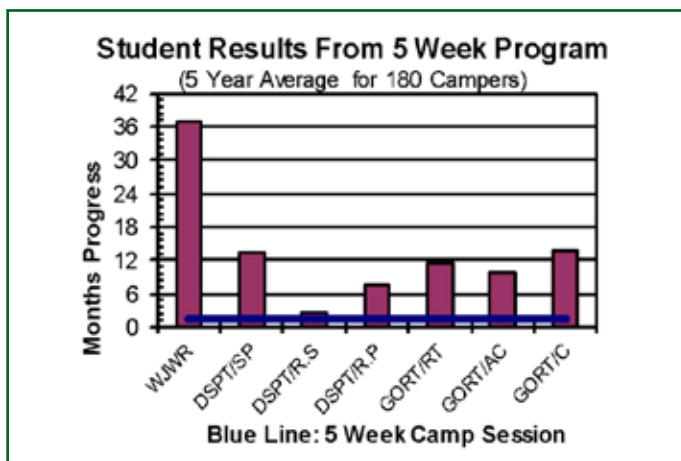
Thank you for your continued support!

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](#)

A Win-Win Summer

Building on what we now know, many professionals, including me, feel that a good, well-designed summer academic/outdoor adventure camp specifically for dyslexic students, using scientifically validated teaching approaches, is by far the best summer option. We have found that many of our campers make more progress in a summer program than in an entire year in their regular schools. It is not uncommon for campers to jump 1-5 years in their reading skills while attending such a camp (see Table 1).



Why are summer camps successful? There are six major reasons I have found summer camps to be so successful:

1. A concentration on teaching reading skills only, with no other academic competition.
2. An immersion in the language. Language immersion is the best way to learn a foreign language; for many dyslexic youngsters, learning to read is akin to learning a foreign language.
3. Individualized instruction, tailored to the learning needs of each student.
4. A shift in self-perception. All the other campers are bright, competent dyslexic individuals, “just like me!”
5. Outdoor adventures. These adventures, the important “other half” of programming, help students develop creativity, rediscover enthusiasm, enhance self-esteem, foster individual strengths, and develop a sense of mastery.
6. A great maturing opportunity in a safe, nurturing environment for those campers (age 11 and up) who board at the camps.

The academic structure. We currently run three different summer camps: Durango Mountain Camp in Durango, CO, Rocky Mountain Camp, Evergreen, CO, and Wolf Creek Camp, in the Hill Country of Texas. Each camp is structured the same way.

We take only professionally diagnosed dyslexic students. Our campers don’t need to be with children who don’t have reading difficulties, nor do they need to be with youngsters whose learning needs are dramatically different from their own.

We then do pre-camp testing, using nationally normed tests to determine exactly where the academic strengths and weaknesses are for each of our incoming campers. Our therapists are deeply trained, for our campers have widely differing needs, and each tutor must be able to meet the camper where he or she is academically and emotionally.

Every summer, about the middle of the second week of camp, I have campers who come up and say, “Miss Joyce, this is a pretty cool camp.”

“Yes?”

“There are some really neat kids here.”

“Yes, there are.”

Then the heart clincher comes. With ducked head and lower voice, these campers say, “They’re just like me.” For many dyslexic youngsters, this shift is the beginning of self-acceptance, the beginning of psyche healing.

Each camper’s schedule includes 4 hours of academics daily, focusing solely on literacy:

- One hour of 1-1 intensive OG tutoring in reading, spelling, writing, composition, reading fluency, and comprehension;
- One hour of small-group study hall with two trained monitors, the students working on individualized assignments structured by their language therapists to reinforce concepts, rules, and fluency presented in tutoring;
- One hour of small group composition, grouped by ability;
- One half hour of 1-on-1 oral reading to increase fluency; and
- One-half hour of keyboarding for older campers or one-half hour of “literature circle” for younger campers.

Academics usually take place in the morning, broken by a mid-morning, 20-minute snack break and then an hour of science or art. After lunch, the younger campers have their fluency while the older campers do their fluency in the evening after group games. No cell phones or electronics allowed. Personal laptops are kept by their tutor.

Outdoor adventures. Exciting outdoor adventures are the “spoons-full-of-sugar” that makes such a difference in the motivation, enthusiasm, self-esteem, and confidence of the

continued on page 14...

campers. Activities are selected to take advantage of natural resources of each location, to enhance strengths and abilities of the campers, and to have fun. Outdoor adventures are taught by either our trained staff or subcontracted to professionals. Campers are encouraged to take a week each of different activities. When evaluating their experience of camp, the campers rave most about these outdoor adventures. When campers consistently participate in these activities, their motivation and work ethic in tutoring increase remarkably. And these positive changes made during this time, last long after the child leaves camp.


Location. A good location for these camps is a beautiful setting away from the city, preferably near a river, stream, or lake. For a day camp, the site should be close enough to a city so parents may easily transport their children back and forth. If the camp is away from a city, parents will need to arrange accommodations within reasonable driving distance of the camp.

Facility. The facilities don't need to be fancy, just safe and clean. At our first camp, Camp Bombadil in Maryland, we set up a couple of tents for tutoring, with free standing white boards. They proved to be the favorite tutoring spots for the kids. There was not a feeling of a structured school classroom about it, a definite plus for many dyslexic youngsters.

Tutoring. The tutoring is of course, the heart of the camp. Each tutor needs an individual tutoring room, quiet as possible, appropriately furnished with a 4'x8' whiteboard, good natural light, a 6-foot table, chairs, and shelving.

In our camps, each new tutor, regardless of his or her experience and certification, is required to take a 40-hour Orton-Gillingham beginning literacy course taught by a Fellow of the Orton-Gillingham Academy. The teachers find this to be extremely valuable and are grateful that they can take this knowledge back to their full-time teaching positions. We also take two interns each summer, usually young teachers who want experience working with dyslexic youngsters. The interns typically tutor one child under the direct mentoring of a master tutor or the Director, observe tutoring sessions for one period, and help in the study hall for two periods.

Pace. Campers can go as fast as possible but as slow as they need to. They receive teaching that is individualized, multisensory, systematic, sequential, cumulative, cognitively sound, and attuned to their developmental stage and emotional needs. But perhaps, most importantly, each student has instruction that is exquisitely calibrated to his or her idiosyncratic pace.

What a lovely world this would be if every child had the opportunity to attend a summer camp for dyslexics that was close to home. 

Author Note : Joyce E. Bilgrave is a Fellow of the Academy of Orton-Gillingham Teachers and Practitioners. She served as the founding director of Bombadil Camp in Maryland, Durango Mountain Camp in Colorado, and Rocky Mountain Camp in Colorado. She is the founder and executive director of Wolf Creek Camp in Texas.

Correspondence concerning this article should be addressed to Joyce Bilgrave, Wolf Creek Camp, 458 Fredericksburg, TX 78624. Email: joyce@frontier.net



AOGPE Online 10-hour Subscriber Course (\$49) **Dyslexia: An Introduction to the Orton-Gillingham Approach**

This course is appropriate for teachers, parents of children with dyslexia, individuals with dyslexia, school administrators, advocates, tutors, speech and language pathologists and other professionals who wish to learn about this multisensory teaching approach.

Click on the following link to get started:
<http://courses.ortonacademy.org>

This information is also available on the Academy's website: www.ortonacademy.org
under Training & Certification, Subscriber Member.

2018 Gifts and Grants to AOGPE

2018 GIFTS

Amazon Smile
Diane Andrews
Linda Atamian
Amy Bailin
Patricia Bennett-Bigham
Mary Briggs
Joan Bring
Christina Bruno-Liotine
Chere Campbell
Sheila Costello
Roberta DiTullio-Martin
Patricia Elliott
Louise Freese
Doreen Grady
Joan Gerken
Joyce Goldweitz
Virginia Greaney Powers
Micki Halpern
Lois Hass
Catheryn Holinger
Martha Matthews
Network for Good
Dawn Nieman
Gwen Norris
Katherine Patterson
Peggy Price
Jack Reilly

Dr. Jean Schedler
Helen Tenney Smith
Laura Towers
Eileen & Thomas Tresansky
Judy Walker
Carolyn Webb
Barbara & Edward Wilson

In Memory of Diana King

Dyslexia Institute of MN – Cindy Russell
Tracey Ely
Paula Esposito
Lois Hass
Anna Hazelton
Schenck School – Ellen Hill
John & Kay Howell
Karen Leopold
Dr. Deborah Levy
Jill McGuire
Network for Good
Dawn Nieman
Pat Porter
Heather Redenbach
Debra Romano-Mitchell
Arlene Sonday
Trident Academy Inc. – Betsy Fanning
William Van Cleave

In Honor of Mary Briggs

John & Kelley Joseph Family Foundation

In Honor of Lisa Brooks

John & Kelley Joseph Family Foundation

In Memory of Barbara Bush

Lisa Nivin

In Memory of Barbara Sonday Neafus

Arlene Sonday

In Memory of Patricia Linsky-Rudick

Dr. Ellen Linsky

In Memory of Meg Stanton

Susan Santora

Schwab Charitable Organization

Catharine & Brad Irwin

West Bend Community Foundation

Rosanna Aman

Fidelity Charitable – The Lauren & Mara Gibbs Family Fund

Lauren Gibbs

The Academy has signed up with Amazon Smile

What is Amazon Smile?

AmazonSmile is a simple and automatic way for you to support the Academy of Orton-Gillingham Practitioners and Educators every time you shop, at no cost to you. When you shop at www.smile.amazon.com, you'll find the exact same low prices, vast selection and convenient shopping experience as www.Amazon.com, with the added bonus that Amazon will donate a portion of the purchase price to the Academy.

Amazon Smile Info

The Academy is registered as an eligible charitable organization with Amazon Smile. When purchasing any product from Amazon, our members and friends can choose to use Amazon Smile and have 0.5% of their purchase price donated to the Academy. This is a fund-raiser for the Academy that requires no other input from us. Information on Amazon Smile can be found at www.smile.amazon.com. This information will also be available on the Academy's Amazon Smile website.



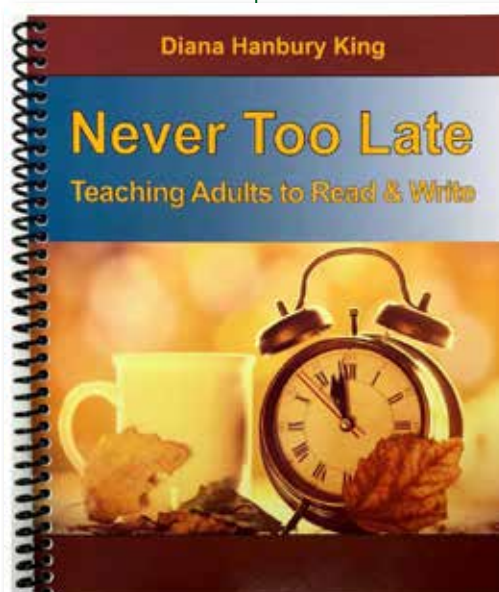
Never Too Late Teaching Adults to Read & Write

by Diana Hanbury King

Review by Laurie J. Cousseau, F/AOGPE

“Never Too Late Teaching Adults to Read & Write” by Diana Hanbury King was published in 2016 by W.V.C.E.D. Early identification and intervention of children with potential reading challenges is always promoted as the first line of offense, yet Diana was a champion of dyslexic students of all ages including adolescents and adults. At her memorial, many adults and former students spoke of her as their ‘champion’ and of her transformative power. Her clear voice shines through the pages in this gem of a book. An author of many books, this was her first book specifically written to provide instructors of adults with appropriate strategies in order to support foundational reading and writing skills. This user-friendly book is chock full of useful anecdotes and appropriate techniques.

In Diana’s own words *“Teaching adults is not like teaching children.”* She rightfully purported that from the very first lesson, adult students must experience success that will in turn engender motivation. Individualizing the sequence of instruction and introduction of concepts, as opposed to following a rigid sequence is critically important. The content must be engaging and age appropriate. Adults who have struggled to read and write have experienced many years of failure, and this yields reluctance and fear of ongoing failure. In a literate world, society culturally aligns being able to read and write with success and intelligence. It takes a tremendous amount of courage to seek instruction. On the part of the instructor, they must be intuitive, sensitive, and be provided with the appropriate tools and a roadmap. This carefully crafted book provides just that.



The logically sequenced chapters include: Letter Sounds, Flip Cards, Introducing Short Vowels & The Closed Syllable, More Sounds, Handwriting: The Move to Cursive, The Vowel Teams, Oral Reading, Listening to Books, Syllabication, The Consonant-LE Syllable, The R-Controlled Syllable, Sentence

Writing, More Latin, Introducing Greek Elements, The Paragraph, Reading Comprehension, The Essay, Technology, Types of Exposition, and several Diversions sections, all in 101 pages. The pages are nicely laid out with a clean font and are not text-dense. Each chapter begins with a relatable and moving quote from one of Diana’s former students.

The preface begins with *“When I was in school, I wondered why I didn’t get it. Now I wonder why they didn’t get it.”* Colin. This is an apt quotation — delivering this knowledge to “they-the educators” is what this timely book is all about. There is a useful explanation

provided around how to introduce instruction of English relative to origin and the etymology of three languages (Anglo Saxon, Latin, and Greek). Diana concludes with two case studies. First, the head of maintenance at a private school whose dyslexic son went on to receive a doctoral degree from Dartmouth, having attended The Kildonan School, which she founded in 1969. Secondly, Wayne Lamade to whom this book is dedicated. When he began instruction at the age of 20 with a detached retina, he was reading and writing at the first-grade level. He ran a successful trucking company and became the president of the Indiana Branch of the International Dyslexia Association.

continued on page 17...



The Academy was established in 1995 to set and maintain the highest professional standards for the practice of the Orton-Gillingham Approach for the treatment of dyslexia. We certify individuals and accredit practitioner training programs and student instructional programs that meet these standards. The Academy is a nonprofit 501(c)3 organization.

For comprehensive information regarding training opportunities, requirements, and applications for Academy membership at all levels, visit our website at: www.ortonacademy.org

The book is not designed to be approached in a linear order but rather each chapter being a distinct resource to pull from as dictated by the needs of the adult learner. Each chapter includes a clear explanation, compelling stories from Diana's vast experience with adult learners in a variety of settings from prison to a clinical setting to China, guidance on how to introduce concepts, and word exemplars or models specific to the topic. At the end of the book, an Appendix is provided that lists suggested resources and articles delineated by literacy strand, and suggestions for oral reading. Diana promotes reading from a real book of literature or poetry. Additionally, there is a glossary of useful terms and a bank of prepositions and subordinating conjunctions. Often books on literacy instruction are laden with theory and convoluted

verbal overload. This is not the case with "Never Too Late Teaching Adults To Read and Write." David who was 22 when he learned to read in 1978, thirty years later wrote *"This teacher had taught me how to glean these words alive, alive in my brain, the silence, and the stillness. How wonderful! This is what I felt when you taught me to read The Old Man and the Sea."*

Thank you Diana for your legacy, your belief in dyslexic students whether they be a young child, adolescent, or adult. Thank you for your guidance in teaching us how to be better people and teachers. Thank you for this beautiful book and your wise words. 🌱

The Alliance
for Accreditation and Certification
of Dyslexia Specialists

We're Strong... ALTA AOGPE IMSLEC WLT And Growing!

Alaska, Canada, United States of America, Hawaii, Puerto Rico, U.S. Virgin Islands, Bermuda, Bahamas, Brazil, Australia, England, Belgium, France, Switzerland, Spain, India, China, Hong Kong.

★ IMSLEC Training Locations
★ AOGPE Training Locations
★ WLT Training Locations
★ ALTA/AOGPE/WLT Membership
★ WLT conducts training in all 50 states.
*Stars may represent multiple training courses

Our Mission: Provide a united association of organizations concerned with the accreditation of Multisensory Structured Language Education (MSLE) training courses and the certification of graduates of these courses.

<http://www.allianceaccreditation.org>

Using Assessment Data to Maximize Student Growth for OG Group Instruction | By Jill Dejak, FIT/AOGPE

As every committed OG practitioner knows, the Orton-Gillingham Approach is based on more than 70 years of evidence based research. In the 21st century, however, it is crucial OG practitioners provide statistical data of student growth for youngsters who are being taught to read and write using the OG Approach and multi-sensory techniques. In addition, OG practitioners are finding more and more “pop-up,” multi-sensory programs with an eagerness to align themselves with a pure OG Approach. These generic programs may bear some of the Academy’s criteria and principles, but instructors may lack the insight the Academy requires its practitioners to have: a deep understanding of the neurological underpinnings of dyslexia; the structure of the English language and its history; and a thorough understanding of phonemic and phonological awareness. OG practitioners have personally experienced extraordinary results practicing in a 1:1 or 2:1 student/teacher ratio. Diagnostic/prescriptive data is commonplace for the 1:1 OG practitioner, but how can OG practitioners affect more students at one time and drive the same staggering results as those practicing in a 1:1 ratio? The answer is two-fold: grouping students based on assessment and Gillingham’s fool-proof lesson plan.

Assessment is Key in Grouping Students

Diagnostic/Prescriptive goes deeper than daily instructional analysis. The 1:1 tutor develops a Student Language Evaluation (SLE) every 10 to 12 lessons based on initial and follow-up assessments. By doing so, the teacher plans short-term objectives based on the OG sequence and maps a unique course for the dyslexic student. In contrast, when a teacher has four to six students in a group, he/she may be perplexed about individualizing for each student while still maintaining the fluidity of Gillingham’s lesson plan. Assessment is key to grouping students, individualizing within the group, and maintaining the structure of the lesson format.

As practitioners, we have been introduced and trained in multiple assessment tools. We want to know the student’s alphabetic knowledge and how he/she might decode words for reading and encode for spelling, the individual’s phonemic and phonological abilities, and how the student reads passages with fluidity in context. Of the thousands of assessment tools available to confuse us, three actually provide details about the individual student, so practitioners can find parallels in testing to formulate groups.

Gallistel-Ellis Test of Coding (G-E) follows the OG sequence the best. The G-E Test gives the group OG practitioner specific information about how the student decodes words for reading and encodes words for spelling. To determine the student’s phonemic abilities, the *Literacy Resources Phonemic and Phonic Assessment for 1st and 2nd grade* is an excellent tool to determine if the student’s proficiencies are intact or discrepant. It measures the student’s abilities to segment, blend, delete, insert, or change sounds and provides vital diagnostic information. Finally, Assessing Reading: Multiple Measures – CORE Literacy Library is an excellent tool to help the practitioner determine the student’s oral reading abilities. In addition, this assessment instrument also provides a back-up to the G-E Test and the *Literacy Resources Phonemic and Phonic Assessment*, while providing diagnostic information about the student’s ability to read orally and with fluidity. These assessments provide the group practitioner with critical information to find parallels among the data and form groups.

Using Data to Formulate Group

Once the group practitioner has administered these assessments, he/she will focus primarily on the alphabetic knowledge, word reading and spelling from the G-E Test, and the oral reading proficiency from Assessing Reading: Multiple Measures to group students in a 4:1, 5:1 or 6:1 student/teacher ratio. While 4:1 student/teacher ratios support the best-practice method, teachers can modulate according to the needs of the individual students. Students with more severe needs can be in smaller groups, while those with less discrepancies in word and fluency reading can be in larger groups.

Phonemic awareness is a crucial element all students with dyslexia face. The phonemic element is the variable that is individual to each reader, and no matter the various levels of discrepancy, phonemic awareness is the driving force by which children with dyslexia are unique. Grouping children phonemically is impossible; the phonemic variable defines the dyslexic in terms of language processing. The intuitive OG teacher will develop daily activities and strategies for each group that homes in on the individual phonemic weaknesses of the students within the group. Table 1 is an example of how teachers may analyze this initial data to formulate the groups.

continued on page 19...

Phonemic Awareness: Pre-requisite Skills						Word Reading Skills										
Name	Grade	Del. Phon.	Wd. Count	Syll.	Segm. WD.	Sounds	Sight Wds.	Part E.	Part F.	Part G.	Part H.	Part I.	Part J.	Part K.	Part L.	Vocab
A.	2	80%			<1%	61%	97%	93%	73%	80%	93%	87%	93%	80%	71%	77%
B.	2	40%	N/A	N/A	93%	87%	96%	73%	60%	60%	73%	80%	73%	40%	13%	80%
C.	2															
D.	2	60%	100%	38%	30%	100%	98%	93%	80%	86%	<1%	100%	73%	40%	45%	90%
E.	2	40%	100%	50%	90%	100%		100%	100%	96%	80%	100%	98%	80%	79%	90%
F.	2	100%	80%	37%	60%	90%	96%	100%	98%	100%	100%	100%	87%	100%	83%	90%
G.	2	0%	80%	63%	100%	100%	96%	100%	66%	80%	87%	93%	93%	60%	50%	76%
H.	2	0%	40%	75%	70%	87%	86%	80%	27%	27%	N/A	N/A	N/A	N/A	N/A	57%
Key of Abbreviations						Key of Abbreviations										
Del. Phon.	Deletes the first sound of consonant blend: slip to lip					Part E.	Reads single words in a cvc pattern with short vowel sounds: lip									
Wd. Count	Counts words in a given sentence					Part F.	Reads single words in a ccvc pattern with short vowel sounds: step									
Syll.	Counts number of syllables in a multi-syllable word					Part G.	Reads single words with short vowel sounds and consonant digraphs									
Segm. Wds.	Segments words into individual sounds: /K - a - t/					Part H.	Reads single words with r-controlled vowels: ar, er, ir, or, ur									
						Part I.	Reads single words with vowel teams that are long: seat, boat									
						Part J.	Reads single words with vowel variations: few, down, loud, cue									
						Part K.	Reads words with low frequency vowel and consonant spellings: kneel									
						Part L.	Reads multisyllabic words									

Table 1

Once groups are formulated based on the parallels of the students' word reading or syllabic knowledge and oral reading proficiency, a "Group Language Evaluation" (GLE) may be developed for each student. Phonemic awareness will be individualized goals, while word reading and passage reading will be the directives of each group. Also unique to each student is the accuracy of the word reading, spelling, and passage reading. While one student may read cvc

(consonant-vowel-consonant) words with 90% accuracy, another may read a similar list with 80% accuracy. Dyslexia is, after all, defined as a language-based processing disorder; processing is unique to each individual dyslexic student. The data form below is an excerpt from a 5-week summer program where pre-assessment was used to determine a starting point for instruction.

continued on page 20...

Instructional Objectives	Duration of Instruction				
	Jun. 18-21	Jun. 25-28	Jul. 9-12	Jul. 16-19	Jul. 23-26
Phonemic/Morphemic Awareness					
Will segment words with 3 sounds w/80% accuracy	55%	63%	76%	85%	90%
Will blend words with 4 sounds w/80% accuracy	N/a	78%	88%	92%	100%
Will omit initial sound of a beginning blend w/ 80% accuracy	N/a	N/a	60%	68%	70%
Word Reading					
Will read 25 cvc words w/short vowel sounds w/90% accuracy	63%	70%	73%	76%	82%
Will read 15 ccvc words w/short vowel sounds w/85% accuracy	N/a	65%	72%	78%	82%
Will read Fry's List 1 in 1-minute w/90% accuracy	75%	75%	82%	86%	86%
Passage Reading					
Reads a 100 word passage w/short vowel sounds in 1-min. w/80% accuracy	N/a	N/a	48/wpm 86% accur.	57/wpm 89% accur.	62/wpm 92% accur.
Spelling					
Will spell 25 cvc words w/short vowel sounds with 90% accuracy	75%	78%	78%	80%	88%
Will spell 25 ccvc words w/short vowel sounds w/85% accuracy	65%	70%	75%	78%	82%
Will spell Fry's list 1 words w/100 accuracy	77%	79%	80%	85%	85%

Table 2

Since 2011, Longleaf Academy has been grouping students based on the criteria above.

Wingates' United OG Training

In 2016, Wingate University, a private university in rural Monroe County, North Carolina teamed up with Longleaf Academy to train seven Wingate Elementary public school teachers in a 5-week grant program called Wingates' United. Public school teachers from Wingate Elementary were trained in an extended Classroom Educators' Model of the OG Approach. The teachers selected 22 low achieving readers from their school to participate in the program.

In the first two days of training, teachers received the traditional information presented in the Classroom Educators' Model of the OG Approach: the necessary principles that make OG an approach and not a program, the neurological underpinnings of dyslexia, and the history and structure of the English language. The next four days of training concen-

trated on assessment, the OG lesson, phonemic awareness activities, and OG strategies. Teachers were challenged to create multisensory phonemic activities for blending and segmenting sounds and sight word games to help increase the students' automaticity. These instructors learned how to use Gestalt questioning techniques to get the most from each student and participated in OG lesson simulations to practice their newly acquired skills.

One particular teacher training technique—observing small group videos—proved to be very insightful. This assignment consisted of four directives. First, teachers were given a blank lesson plan and asked to recreate the observed lesson. This type of exercise requires great concentration and attention to detail. Secondly, teachers identified the various phonemic goals for each student in the video. Next, teachers categorized how the students' errors were corrected using visual, auditory, or kinesthetic strategies. Teachers realized

continued on page 21...

that no two students are the same and what works for one student may not work for another. Finally, teachers worked in groups to develop the next lesson for the observed video group. These lessons were used as part of their simulation. Although this activity was time-consuming, novice teachers developed a deeper understanding of individualizing within a small group, which is a critical element in helping students make growth.

Through instruction in the G-E Test, the *Literacy Resources Phonemic and Phonic Assessment for 1st and 2nd* and Assessing Reading: Multiple Measures – CORE Literacy Library, novice practitioners learned that assessment is key to grouping students. The G-E Test helped the teacher determine at what syllabic level the student could decode words for reading and spelling. The *Literacy Resources Phonemic and Phonic Assessment* provided areas of weakness at the phonemic level, and the Assessing Reading: Multiple Measures gave insight about how the students read with fluidity.

Description of Wingates' United Summer Academy

Demographics played a crucial role in Wingates' United Summer Academy Program. All of the students chosen for this project were from "third-shift families" whose parents had a limited educational status. Twenty of the 22 participants were of average cognitive ability, while two children were identified with low-average intellectual functioning (75-80 FSIQ) and significant ADHD. Ten of the participants were English Second Language (ESL) students who made no statistical growth in two school years.

The Wingate United Summer Academy was a three-week program where students met five days per week for three hours per day. In an attempt to expose the students to age appropriate vocabulary and contextual reading, a 30-minute teacher read aloud was added daily to each session.

After the two-day assessment period, students were grouped in a 4:1 student/teacher ratio according to the results of the G-E Test of Coding with attention to the participants' alphabetic knowledge and word reading at the syllabic level and the results of *Assessing Reading: Multiple Measures* with attention to the participants' oral reading proficiency. Goals were written for "sounds" (phonogram growth), word reading, and spelling. Phonemic awareness goals were only written for students who were rising first graders and had significant deficits in this area.

Description of Daily Instruction:

The Wingate Elementary students were required to be on campus for a minimum of 3 hours per day and had to receive a morning and lunch meal. Since this provided for

additional time allotted for direct instruction, the grant was able to include additional literacy activities. Direct instruction began daily at 8:30 a.m. and followed Gillingham's precise lesson to the letter. The writing warm-up time was increased to five minutes as teachers closely supervised and focused on printed letter formation through near-point copying of sight words and sentences; the visual and auditory drills focused on vowel sounds, digraphs, and blends for students who were assessed at an initial proficiency for reading consonant-vowel-consonant (cvc) words or better and letter naming and sound production for students at the alphabetic knowledge level. The phonemic awareness portion of the OG lesson increased from 5-7 minutes per session to 7-10 minute intervals per session allowing instructors to adhere to individual phonemic goals. Word-reading and spelling were included in every session. On days that no new information was presented, teachers were taught to double the number of words that reflected the phonograms in the visual and auditory drill. This allowed for more practice over consecutive days before any additional new information was presented. For passage reading, instructors were challenged to write their own stories based on the phonograms from the visual and auditory drill and word reading lists. Finally, a teacher read-aloud was added as part of the daily routine. For teachers that had younger students, a storybook might be the read-aloud; for older students, a short novel was added to the literature study. No matter the selection, comprehension was the main focus. Students addressed questions about vocabulary, sequencing, and character or setting descriptions. Who, what, when, where, and how questions and listening for words that direct the listener's attention to these answers were also the focus of instruction.

After three intense weeks of the Wingates' United Summer Academy, students made extraordinary progress in all areas of concern. Table 3 below depicts student progress in just three short weeks of intensive intervention. Student 11 was the singular exception in gathering pre-data for reading. Evidently, progress was attained, but to the extent at which growth was made is unknown.

Understanding the assessment process and the ways in which data drives group instruction will enable the Academy's practitioners to document growth of students participating in small group instruction. Being mindful of the individuality of each student and assisting him/her in decreasing phonemic deficits exemplifies reading progress. It has been established that students with dyslexia have neurological language processing deficits; automaticity at every level (phonemic, word, sentence, and passage) depends on the practitioner analyzing data and restructuring instruction so growth occurs.

continued on page 22...

Using Assessment Data to Maximize Student Growth | (CONTINUED FROM PAGE 21)

Name	Grade	Race	Gender	Sounds Pre	Sounds Post	Sounds Growth	Reading Pre	Reading Post	Reading Growth	Spelling Pre	Spelling Post	Spelling Growth	Overall Pre	Overall Post	Overall Growth
Student 1	2 nd	C	M	48%	60%	12%	80%	88%	8%	50%	77%	27%	59%	75%	16%
Student 2	2 nd	AA	M	64%	76%	12%	54%	78%	24%	40%	63%	23%	53%	72%	19%
Student 3	2 nd	H	F	74%	74%	0%	46%	79%	33%	37%	57%	20%	52%	70%	18%
Student 4	3 rd	H	M	39%	67%	28%	83%	95%	12%	65%	80%	15%	62%	81%	19%
Student 5	3 rd	H	M	35%	73%	38%	58%	82%	24%	45%	58%	13%	46%	71%	25%
Student 6	2 nd	AA	F	40%	90%	50%	57%	73%	16%	27%	73%	46%	41%	79%	38%
Student 7	2 nd	AA	F	51%	95%	44%	55%	76%	21%	30%	50%	20%	45%	74%	29%
Student 8	2 nd	H	F	78%	89%	11%	31%	74%	43%	38%	60%	22%	49%	74%	25%
Student 9	4 th	AA	F	47%	65%	18%	38%	82%	44%	38%	60%	24%	40%	69%	29%
Student 10	4 th	AA	F	64%	72%	8%	80%	85%	5%	64%	74%	10%	69%	77%	8%
Student 11	1 st	H	F	71%	98%	27%	N.A.	56%	N.A.	25%	40%	15%	48%	65%	17%
Student 12	1 st	B	M	75%	92%	17%	60%	84%	24%	25%	60%	35%	53%	79%	26%
Student 13	2 nd	H	M	89%	92%	3%	52%	76%	24%	20%	40%	20%	54%	69%	15%
Student 14	1 st	AA	F	84%	92%	8%	72%	76%	4%	15%	55%	40%	57%	74%	17%
Student 15	2 nd	C	F	69%	90%	21%	51%	50%	-1%	40%	57%	17%	53%	66%	13%
Student 16	3 rd	AA	F	69%	85%	16%	65%	68%	3%	48%	55%	7%	61%	69%	8%
Student 17	3 rd	H	M	57%	89%	32%	78%	82%	4%	73%	50%	-23%	69%	74%	5%
Student 18	3 rd	H	F	61%	84%	23%	70%	77%	7%	46%	54%	8%	59%	72%	19%
Student 19	3 rd	AA	F	56%	75%	19%	74%	79%	5%	56%	64%	8%	62%	73%	11%
Average				62%	82%	20%	61%	77%	16%	41%	59%	18%	54%	73%	19%
Name	Grade	Race	Gender	P.A. Pre	P.A. Post	P.A. Growth									
Student 20	1 st	H	F	29%	55%	26%									
Student 21	1 st	H	F	31%	69%	38%									
Student 22	1 st	C	M	25%	31%	6%									
Average				28%	52%	24%									

Table 3

AOGPE 2018 Accomplishments and 2019 Goals

AOGPE has been very busy this year! The website has averaged over **16,000 visits monthly** generating emails and phone calls to the office. We hear from individuals, teachers, and school administrators seeking AOGPE certification and membership. Parents searching for AOGPE accredited instructional programs or certified members to remediate their dyslexic child. Schools and organizations contact us because they are interested in Academy accreditation for their Orton-Gillingham training and instructional programs.

Responding to emails and answering phones is not all that we do. Below are some of our accomplishments from this year and goals for next year:



Accomplishments in 2018:

- Added over 300 new members
- Received a \$5,000 grant from Boon Philanthropy for training and certification scholarships
- Hosted our 19th Annual Spring Conference at the Charlotte Marriott City Center, Charlotte, NC with 374 attendees and 54 speakers
- Granted the Ruth Harris Professional Development Award to two deserving recipients
- Awarded four attendee scholarships to the AOGPE annual conference
- Exhibited at the IDA conference at Foxwoods Resort, Mashantucket, CT
- Hosted an AOGPE reception at the IDA conference at Foxwoods with over 100 attendees
- Held the fourth annual Fellow Webinar (available to all members in the members section of the AOGPE website)
- Accredited two training programs and one instructional program with eight sites in the Accreditation Application Process
- Published two AOGPE Newsletters

Goals for 2019:

- Planning for the 20th annual AOGPE Spring conference in White Plains, NY
- Hosting a Fellow Workshop at the annual spring conference
- Reaching the milestone of 2,000 members
- Exhibiting and hosting a reception at the Fall 2019 IDA Conference in Portland, OR
- Hosting the Fall 2019 Fellow Webinar
- Enhancing AOGPE's online Subscriber Course to be more interactive
- Presenting a revised Fellow Reading List
- Updating the AOGPE Curriculum at the Fellow Level
- Increasing AOGPE membership by promoting opportunities through Accredited training programs and Fellow training programs
- Participating in the inaugural conference of the Alliance for Accreditation and Certification of Dyslexia Specialists, Fall 2019 in Charlotte, NC
- Promoting AOGPE Accredited Instructional Programs
- Providing opportunities for professional growth and development through conferences and training programs
- Continuing communication with the public, educators, social service agencies, the medical community, and other professional organizations
- Continue to partner with the Alliance for Accreditation and Certification of Dyslexia Specialists



[Academy of Orton-Gillingham
Practitioners and Educators](#)
[AOGPE Friends](#)



[Follow us on Twitter](#)
[@aogpe](#)



[Visit our Website](#)
www.ortonacademy.org

AOGPE Standing Committees | Winter 2019

The Academy relies on the work of its committees to assist in governing the activities of the organization. Committees have agendas and rules, work on assigned tasks, and make recommendations to the Board of Trustees. Each of the committees' reports on its progress, while the Board of Trustees makes decisions on committee recommendations.

Accreditation Committee - reviews all applications and recommends qualified programs for accreditation/approval by the Board of Trustees. Membership on the Accreditation Committee is limited to Fellows of the Academy.

Lisa Brooks, Chair
Laura Bryant
Laurie Cousseau
Gena Farinholt
Louise Freese
Marcella Fulmer
Suzanne Greer
Janet George
Amy Lawrence
Pam Reynolds
PK Sanieski

Awards & Scholarship Committee – nominates candidates for all Academy Awards & Scholarships

Bylaws Committee – verifies the Bylaws concur with the New York State Codes, the Certificate of Incorporation, and the practices of the Academy.

Karen Leopold, Chair
Mary Briggs

Council of Accredited Organizations - promotes the Academy's mission with special attention to its accredited schools, camps, and clinics.

Carry Malloy, Chair

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

Information Outreach Committee (IOC) - plans, prepares, maintain, and sees to the timely distribution of Academy information.

Karen Leopold, Chair
Dawn Nieman, Newsletter Editor
Peggy Price, Newsletter Editor
Shirley Bate, Newsletter Assistant Editor
Heidi Bishop
Maryann Chatfield
Colleen Chow
Louise Dowd
John Howell
Lynn Lamping
Lisa Neuhoff
Nancy Redding
Kathy Robinson

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

Trudy Odle, Chair
Rosalie Davis
Jean Hayward

Program Committee – plans Academy conferences and programs.

Amy Lawrence, Chair
Josie Calamari
Carrie Malloy
Jennings Miller
Alicia Sartori

Standards Committee - determines the curricular requirements for certification and accreditation.

Mary Briggs, Chair
Linda Atamian
Ann Edwards
Norma Jean McHugh
Deb Morris
Trudy Odle
Marcia Ramsey
Concha Wyatt

Standing Committees with Anonymous Members

- **Certifying Committee** - reviews applications and recommends qualified candidates for approval by the Board. Membership on the Certifying Committee is limited to Fellows of the Academy.

- **Professional Ethics Committee** - inquiries into complaints bearing upon alleged failure by individual members and Institutional members of the Academy to adhere to the professional standards of the Academy.

Academy Accredited Training Programs

Please note: Accredited levels indicated in parenthesis

THE BLOSSER CENTER

Laurie Cuddy, F/AOGPE
1907 NE 45th Avenue
Portland, OR 97213
T| (503) 234-4060
www.theblossercenter.org
(Associate & Certified Training)

CAMPERDOWN ACADEMY

Suzanna Greer, F/AOGPE
65 Verdae Commons Drive
Greenville, SC 29607
T| 864.244.8899
www.camperdown.org
(Associate & Certified Training)

CAMP SPRING CREEK

Susie van der Vorst, F/AOGPE
774 Spring Creek Road
Bakersville, NC 28705
T| 828.688.1000
www.campspringcreektraining.org
(Associate Training)

COMMONWEALTH LEARNING CENTER

Mary Briggs, F/AOGPE
220 Reservoir Street, Suite 6
Needham, MA 02494
T| 781.444.5193
www.commlearn.com
(Associate & Certified Training)

GARSDALE INSTITUTE FOR TEACHER TRAINING (GIFTT)

at The Carroll School
Louise Freese, F/AOGPE
Director, GIFTT
25 Baker Bridge Road
Lincoln, MA 01773
T| 781.259.8342 x9730
www.carrollschool.org
(Associate & Certified Training)

GREENHILLS SCHOOL

Marjory Roth, F/AOGPE, Head of School
1360 Lyndale Drive
Winston-Salem, NC 27106
T| (336) 924-4908
www.greenhillsschool.ws
(Associate Training)

KEY LEARNING CENTER (KLC) AT CAROLINA DAY SCHOOL

Diane Milner, F/AOGPE, Director, KLC,
Concha Wyatt, F/AOGPE, Program Director
1345 Hendersonville Road
Asheville, NC 28803
T| (828) 274-0758 x405 or (828) 274-3311
[Website](#)
(Associate & Certified Training)

THE KILDONAN SCHOOL

Kathleen Loftus Stewart, F/AOGPE
Director, Kildonan Teacher Training
Institute
425 Morse Hill Road
Amenia, NY 12501
T| (845) 373-8111
www.kildonan.org
(Associate & Certified Training)

OLENTANGY

Holly Robbertz, F/AOGPE
3140 Berlin Station Road
Lewis Center, OH 43035
T| 740.657.4050
www.olentangy.k12.oh.us/Page/959
(Associate Training)

THE READING CENTER

Dyslexia Institute of Minnesota (DIM)
Cindy Russell, Executive Director
847 N.W. 5th Street
Rochester, MN 55901
T| 507.288.5271
www.thereadingcenter.org
(Associate & Certified Training)

THE READING CLINIC

Gillian Ramsdale, F/AOGPE
54 Serpentine Road
Pembroke, Bermuda HM 05
T| 441.292.3938
www.readingclinic.bm
(Associate & Certified Training)

RIVERSIDE SCHOOL

Cynthia Davis, F/AOGPE
Orton-Gillingham Coordinator
2110 McRae Road
Richmond, VA 23235
T| (804) 320-3465
www.riversideschool.org
(Associate Training)

SANDHILLS SCHOOL

Anne Vickers, F/AOGPE
1500 Hallbrook Drive
Columbia, SC 29209
T| 803.695.1400
www.sandhillsschool.org
(Associate Training)

THE SCHENCK SCHOOL

Josie Calamari, F/AOGPE
282 Mt. Paran Road, N.W.
Atlanta, GA 30327
T| (404) 252-2591
www.schenck.org
(Associate Training)

STEPHEN GAYNOR SCHOOL

Ann Edwards, ATF/AOGPE
148 West 90th Street
New York, NY 10024
T| 212.787.7070
www.stephengaynor.org
(Associate Training)

STERN CENTER FOR LANGUAGE AND LEARNING

Peggy Price, F/AOGPE
Director of the Orton-Gillingham Institute
183 Talcott Road, Suite 101
Williston, VT 05495
T| (802) 878-2332
www.sterncenter.org
(Associate Training)

TRIAD ACADEMY at Summit School

Carrie Malloy, F/AOGPE, Director
2100 Reynolda Road
Winston-Salem, NC 27106
T| 336.722.2777
[Website](#)
(Associate Training)

TRIDENT ACADEMY

Anne Vickers, F/AOGPE
1455 Wakendaw Road
Mt. Pleasant, SC 29464
T| 843.884.7046
www.tridentacademy.com
(Associate & Certified Training)

Academy Accredited Instructional Programs in Schools

THE BRIDGE ACADEMY

Susan Morris, Principal
1958-B Lawrenceville Road,
Lawrenceville, NJ 08648
T| 609.884.0770
www.banj.org

CAMPERDOWN ACADEMY

Dan Blanch, Head of School
65 Verdae Commons Drive
Greenville, SC 29607
T| 864.244.8899
www.camperdown.org

THE CARROLL SCHOOL

Steve Wilkins, Head of School
25 Baker Bridge Road
Lincoln, MA 01773
T| 781.259.8342
www.carrollschool.org

FORTUNE ACADEMY

Janet George, ATF/AOGPE, Head of School
5626 Lawton Loop E. Drive
Indianapolis, IN 46216
T| 317.377.0544
www.thefortuneacademy.org

GREENGATE SCHOOL AT RANDOLPH SCHOOL

Dr. Debbie Hargett, Head of School
1005 Drake Avenue, SE
Huntsville, AL 35802
T| 256.799.6100
www.greengateschool.org

HORIZON ACADEMY

Vicki Asher, Head of School
4901 Reinhardt Drive, Suite A
Roeland Park, KS 66205
T| 913.789.9443
<http://horizon-academy.org>

KEY SCHOOL AT CAROLINA DAY SCHOOL

Diane Milner, F/AOGPE, Principal
1345 Hendersonville Road
Asheville, NC 28803
T| 828.274.3311 or 828.274.0758 x 330
www.carolinaday.org/key

THE KILDONAN SCHOOL

Kevin Pendergast, Headmaster
425 Morse Hill Road
Amenia, NY 12501
T| 845.373.8111
www.kildonan.org

MARBURN ACADEMY

Jamie Williamson, Head of School
9555 Johnstown Road
New Albany, OH 43054
T| 614.433.0822
www.marburnacademy.org

RIVERSIDE SCHOOL

Hal Waller, Head of School
2110 McRae Road
Richmond, VA 23235
www.riversideschool.org

SANDHILLS SCHOOL

Erika Senneseth, Head of School
1500 Hallbrook Drive
Columbia, SC 29209
T| 803.695.1400
www.sandhillsschool.org

THE SCHENCK SCHOOL

Joshua J. Clark, Head of School
282 Mt. Paran Road NW
Atlanta, GA 30327
T| 404.252.2591
www.schenck.org

STEPHEN GAYNOR SCHOOL

Dr. Scott Gaynor, Head of School
148 West 90th Street
New York, NY 10024
T| 212.787.7070
www.stephengaynor.org

TRIAD ACADEMY at Summit School

Carrie Malloy, F/AOGPE, Director
2100 Reynolda Road
Winston-Salem, NC 27106
T| 336.722.2777
Website

TRIDENT ACADEMY

Betsy Fanning, A/AOGPE, Head of School
1455 Wakendaw Road
Mt. Pleasant, SC 29464
T| 843.884.7046
www.tridentacademy.com

Academy Accredited Instructional Programs in Clinics

COMMONWEALTH LEARNING CENTER

Lisa Brooks, F/AOGPE
220 Reservoir Street, Suite 6
Needham, MA 02494
T| 781.444.5193
www.commlearn.com

THE READING CLINIC

Gillian Ramsdale, F/AOGPE
54 Serpentine Road
Pembroke, Bermuda HM 05
T| 441.292.3938
www.readingclinic.bm

THE READING CENTER

Dyslexia Institute of Minnesota (DIM)
Cindy Russell, Executive Director
847 N.W. 5th Street
Rochester, MN 55901
T| 507.288.5271
www.thereadingcenter.org

Academy Accredited Instructional Programs in Camps

CAMP DUNNABECK at Kildonan School

Kevin Pendergast, Headmaster
425 Morse Hill Road
Amenia, NY 12501
T| 845.373.8111
www.kildonan.org

CAMP SPRING CREEK

Susie van der Vorst, F/AOGPE
774 Spring Creek Road
Bakersville, NC 28705
T| 828.688.1000
www.campspringcreek.org

DURANGO MOUNTAIN CAMP

Joyce Bilgrave, F/AOGPE
44000 Highway 550 N.
Durango, CO 81301
T| 970.385.1778
www.durangomountaincamp.com

AOGPE Reception, IDA Conference Foxwoods Conference Center, October 2018



AOGPE Fellows: Barb Zeinske, Fay Van Vliet, Karen Leopold



AOGPE Fellows: Wendy Canning and Mary Briggs



Catherine Hagberg, C/AOGPE and Anne Hall



Jean Schedler, F/AOGPE, Guest, Beth McClure, F/AOGPE, President of the Board of Trustees (3rd from left),
Brenda Zehnder (far right)

New Members | Spring 2019

The Academy congratulates the following new members

Fellows

Laura Bryant, Canton, OH
Amy DaCosta, Hamilton, Bermuda
Lynn Lamping, Dundee, OR
Susan Nolan, Ph.D., Nelsonville, OH

Certified

Rachel Denning, Gardner, KS
Terrianne Hawks, Taylors, SC
Sheryl Knapp, Norwalk, CT
Kariann Lott, Lakeland, FL
Lauren Mitsis, Shrewsbury, MA
Ellen Wallace, Weymouth, MA

Associates

Aileen Anderson, Somerville, MA
Christine Begole, Providence, RI
Kerrin Belanger, Arlington, MA
Shelley Bell, Memphis, TN
Jessica Bennett, Bexley, OH
Judith Bijesse, Lexington, MA
Myra Braswell, Marlborough, MA
Rebecca Brown, Simpsonville, SC
Donna Caldwell, Huntsville, AL
Kathryn Conti, Andover, MA
Margaret Covington, Greenville, SC
Brenda Darling, Florence, MA
Dana Dowdy, Alpharetta, GA
Jordan Dozier, Burlington, VT
Susan Ferronetti, Andover, MA
Rachel Flaherty, Asheville, NC
Rebecca Flynn, Merrimack, NH
Mary Jane Flynn, Lowell, MA
AnneMarie Foley, Pelham, MA
Jeanna Galasso, Staten Island, NY
Emily Gibbons, Norwood, MA
Madeline Gigarjian, Stoughton, MA
Erin Gildea, Milford, CT
Mary Gojkovich, Westport, CT
Vicki, Hadar, Dover, MA
Claire Hanafin, Burlington, VT
Emma Harris, Vancouver, Canada
Anna Kate Hattan, Andover, NH
Tausha Hintz, Savannah, GA
Melissa Hughes, Marysville, OH

Kimberly Jansen, Fishers, IN
Grace Johnston, Brookline, MA
Claire Anne Knight, Auckland, New Zealand
Jessica Kuzmich, Greenwich, NY
Michelle Labbie, Westerville, OH
Krista Larrow, Montpelier, VT
Hartley Little, Mobile, AL
Carla MacGuigan, Pennington, NJ
Kathi Macklis, Lexington, MA
Cori Macphail, Vancouver, Canada
Elizabeth Maher, Bristol, VT
Mahta Marcy, Lake Oswego, OR
Andrea McLaughlin, Barre, VT
Liane Measell, Asheville, NC
Lucy Meglio, Staten Island, NY
Lucia Maria Minervini, Brooklyn, NY
Jacqueline Norris-Holt, Auchenflower, Australia
Kate Olmsted, Chestnut Hill, PA
Tiffini Patterson, Rutland, VT
Debra Patuto, Danvers, MA
Bianca Perdiz, Waltham, MA
Aviva Pollock, Sharon, MA
Melissa Ricker, Hudson, NH
Elizabeth Rooney, Hanover, NH
Shannon Schloss-Romero, Athens, OH
Linda Silberberg, Wellesley, MA
Emily Skolsky, Vancouver, Canada
Laurie Melissa Socolow, Abu Dhabi, UAE
Kerin Sullivan, Marshfield, MA
Kathleen Swain, Cumming, GA
Christine Tafe, Swansea, MA
Sarah Takeuchi, Burnaby, Canada
Jennifer Tavello, Westport, CT
Erin Teesdale, Weehawken, NJ
Kimberly Ubaldo, Topsfield, MA
Lori Wilhelmi, Swannanoa, NC
Alicia Yang, New York, NY
Cindy Young, Biltmore Forest, NC
Colleen Zink, Belton, MO

Classroom Educators

Eileen Bean, Northfield, VT
Lisa Brabbs, Kennesaw, GA
Martha Carsten, Newington, CT

Sarah Cloos, Waxhaw, NC
Deborah Covino, Derry, NH
Jennifer Deal, Hickory, NC
Kelsea Dolan-Lussier, Londonderry, RI
Cary Dufresne, Charlotte, NC
Felicia Falch, Brooklyn, NY
Diane Frye, Saltville, VA
Amber Fujimoto, Kapolei, HI
Ilanit Kaplin, Livingston, NJ
Meaghan Kelly, Watertown, MA
Robyn Klock, Burbank, CA
Andrea Lyons, Belchertown, MA
Chandler McIntyre, Charlotte, NC
Eileen McKeon, Ridgefield, CT
Elizabeth Meyer, Charlotte, NC
Kathryn Morgan, Hampton, VA
Jennifer O'Connell, Milford, CT
Hamra Ozsü, Sag Harbor, NY
Donna Pantazelos, Lynnfield, MA
Julie Rosenkranz, Sandy Springs, GA
Laura Scheer, Peachtree Corners, GA
Tiari Silva, Waipahu, HI
Kelly Stingel, Ewing, NJ
Jill Thurman, Marietta, GA
Nicole Wagner, Olympia, WA
Mary Jo Walker, Montauk, NY
Sandra Warshaw, Portland, CT
Rachel Whilby, Marietta, GA
Jennifer Yanez, Chatsworth, CA

Subscribers

Angela Bowen, Ottawa, Canada
Shelley Costanzo, Calgary, Canada
Susan Michelle Dacus, Mt. Pleasant, SC
Leslie Desaeeyere, Los Altos, CA
Sheila Fields, Rocky Mount, VA
Diane Hutchinson, Westford, MA
Jo Ann Jarnac, Charleston, SC
Nathalie Israelite, Atlanta, GA
Linda McGoohan, Melbourne, FL
Michelle Pizzarello, Leesburg, VA
Johanna Reales, Cumberland, RI
Marie Schmidt, Vancouver, Canada

AOGPE Welcomes New Fellows

-2018-



Laura Bryant
Canton, OH



Lynn Lamping
Dundee, OR



Amy DaCosta
Hamilton, Bermuda



Susan Nolan
Nelsonville, OH



Training Scholarship Opportunities

The Academy is looking forward to being able to provide training scholarship opportunities. In the Spring of 2018, we were able to help 12 individuals with the cost of their practicum fees.

[Please check the website](#) for updated information.



Academy of
Orton-Gillingham
Practitioners
and Educators

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

AOGPE

PO Box 234, Amenia, NY 12501-0234

T | 845.373.8919

F | 845.373.8925

www.ortonacademy.org

info@ortonacademy.org

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

ACADEMY OF ORTON-GILLINGHAM BOARD OF TRUSTEES

Beth McClure, President
Diane Milner, Vice President
Janet George, Vice President
Trudy Odle, Treasurer
Amy Lawrence, Secretary
Linda Atamian
Mary Briggs
Lisa Brooks
Ann Edwards
Louise Freese
Jean Hayward
Karen Leopold
Norma Jean McHugh
Dawn Nieman
Cyndi Schultz
J. Concha Wyatt

NEWSLETTER STAFF

Dawn Nieman, Co-Editor
Peggy Price, Co-Editor
Shirley Bate, Co-Editor
Karen Leopold, IOC Chair
Alicia Sartori, Executive Director