

ORTON GILLINGHAM APPROACH

ORTON GILLINGHAM APPROACH IS A HIGHLY EFFECTIVE, MULTISENSORY INSTRUCTIONAL METHOD DESIGNED TO HELP INDIVIDUALS WITH DYSLEXIA AND OTHER READING DIFFICULTIES DEVELOP STRONG LITERACY SKILLS. ORIGINATING IN THE EARLY 20TH CENTURY, THIS APPROACH HAS BECOME A GOLD STANDARD IN SPECIALIZED READING INSTRUCTION DUE TO ITS SYSTEMATIC, EXPLICIT, AND SEQUENTIAL NATURE. THE ORTON GILLINGHAM APPROACH EMPHASIZES PHONICS-BASED LEARNING, INTEGRATING VISUAL, AUDITORY, AND KINESTHETIC-TACTILE ELEMENTS TO ENHANCE MEMORY AND LEARNING OF WRITTEN LANGUAGE. THIS METHOD IS PARTICULARLY BENEFICIAL FOR STUDENTS WHO STRUGGLE WITH DECODING, SPELLING, AND READING FLUENCY. IN THIS COMPREHENSIVE ARTICLE, WE WILL EXPLORE THE ORIGINS, CORE PRINCIPLES, INSTRUCTIONAL TECHNIQUES, AND BENEFITS OF THE ORTON GILLINGHAM APPROACH. ADDITIONALLY, PRACTICAL APPLICATIONS AND TRAINING REQUIREMENTS FOR EDUCATORS WILL BE DISCUSSED TO PROVIDE A COMPLETE UNDERSTANDING OF THIS INFLUENTIAL EDUCATIONAL METHODOLOGY.

- HISTORY AND ORIGINS OF THE ORTON GILLINGHAM APPROACH
- CORE PRINCIPLES OF THE ORTON GILLINGHAM METHOD
- INSTRUCTIONAL TECHNIQUES AND MULTISENSORY STRATEGIES
- BENEFITS AND EFFECTIVENESS FOR STRUGGLING READERS
- APPLICATIONS IN EDUCATIONAL SETTINGS
- TRAINING AND CERTIFICATION FOR EDUCATORS

HISTORY AND ORIGINS OF THE ORTON GILLINGHAM APPROACH

THE ORTON GILLINGHAM APPROACH WAS DEVELOPED IN THE 1930S BY DR. SAMUEL ORTON, A NEUROPSYCHIATRIST AND PATHOLOGIST, IN COLLABORATION WITH EDUCATOR AND PSYCHOLOGIST ANNA GILLINGHAM. DR. ORTON'S RESEARCH FOCUSED ON THE NEUROLOGICAL BASIS OF READING DISABILITIES, PARTICULARLY DYSLEXIA, WHILE GILLINGHAM CONTRIBUTED HER EXPERTISE IN LANGUAGE TEACHING AND CURRICULUM DEVELOPMENT. THEIR COMBINED EFFORTS PRODUCED A STRUCTURED AND MULTISENSORY INSTRUCTIONAL METHOD AIMED AT ADDRESSING THE SPECIFIC CHALLENGES FACED BY INDIVIDUALS WITH DYSLEXIA. OVER THE DECADES, THE APPROACH HAS EVOLVED BUT MAINTAINS ITS FOUNDATIONAL PRINCIPLES OF EXPLICIT, SYSTEMATIC PHONICS INSTRUCTION TAILORED TO INDIVIDUAL LEARNER NEEDS. IT HAS BEEN WIDELY ADOPTED BY EDUCATORS AND SPECIALISTS WORKING WITH STUDENTS WHO REQUIRE INTENSIVE, PERSONALIZED READING SUPPORT.

CORE PRINCIPLES OF THE ORTON GILLINGHAM METHOD

THE ORTON GILLINGHAM APPROACH IS GROUNDED IN SEVERAL KEY PRINCIPLES THAT DISTINGUISH IT FROM OTHER READING INSTRUCTION METHODS. THESE PRINCIPLES ENSURE THAT INSTRUCTION IS EFFECTIVE, TARGETED, AND ADAPTABLE TO THE LEARNER'S PACE AND ABILITIES.

MULTISENSORY LEARNING

THIS PRINCIPLE INVOLVES ENGAGING MULTIPLE SENSES SIMULTANEOUSLY—VISUAL, AUDITORY, AND KINESTHETIC-TACTILE—TO REINFORCE LEARNING. FOR EXAMPLE, A STUDENT MIGHT SEE A LETTER, SAY ITS SOUND, AND TRACE ITS SHAPE WITH THEIR FINGER, CREATING STRONGER NEURAL CONNECTIONS AND IMPROVING RETENTION.

STRUCTURED AND SEQUENTIAL INSTRUCTION

LESSONS FOLLOW A CAREFULLY SEQUENCED PROGRESSION FROM SIMPLE TO COMPLEX CONCEPTS. THIS SYSTEMATIC APPROACH ENSURES THAT FOUNDATIONAL SKILLS ARE MASTERED BEFORE MOVING ON TO MORE ADVANCED MATERIAL, REDUCING CONFUSION AND BUILDING CONFIDENCE.

EXPLICIT AND DIRECT TEACHING

THE METHOD REQUIRES CLEAR, DIRECT INSTRUCTION OF PHONICS RULES AND LANGUAGE PATTERNS. UNLIKE IMPLICIT LEARNING APPROACHES, ORTON GILLINGHAM LEAVES NO ROOM FOR ASSUMPTIONS, MAKING THE LEARNING PROCESS TRANSPARENT AND UNDERSTANDABLE.

INDIVIDUALIZED AND DIAGNOSTIC

INSTRUCTION IS TAILORED TO THE SPECIFIC NEEDS OF EACH STUDENT. EDUCATORS CONTINUOUSLY ASSESS PROGRESS AND ADJUST TEACHING STRATEGIES TO ADDRESS AREAS OF DIFFICULTY, ENSURING THAT LEARNERS RECEIVE THE SUPPORT THEY REQUIRE.

INSTRUCTIONAL TECHNIQUES AND MULTISENSORY STRATEGIES

THE ORTON GILLINGHAM APPROACH EMPLOYS A VARIETY OF INSTRUCTIONAL TECHNIQUES DESIGNED TO ENGAGE LEARNERS ACTIVELY AND REINFORCE READING AND SPELLING SKILLS THROUGH MULTIPLE SENSORY CHANNELS.

PHONEMIC AWARENESS AND PHONICS INSTRUCTION

EXPLICIT TEACHING OF PHONEMES—THE SMALLEST UNITS OF SOUND—AND THEIR CORRESPONDING GRAPHEMES (LETTERS OR LETTER COMBINATIONS) IS CENTRAL TO THE METHOD. STUDENTS LEARN TO DECODE WORDS BY BLENDING SOUNDS SYSTEMATICALLY, WHICH ENHANCES READING ACCURACY.

USE OF VISUAL, AUDITORY, AND KINESTHETIC ACTIVITIES

EXAMPLES OF MULTISENSORY ACTIVITIES INCLUDE:

- VISUAL: READING AND WRITING LETTERS AND WORDS, USING COLOR-CODED LETTERS TO HIGHLIGHT PATTERNS
- AUDITORY: SAYING SOUNDS ALOUD, TAPPING OUT SYLLABLES, AND LISTENING CAREFULLY TO PHONEMES
- KINESTHETIC-TACTILE: TRACING LETTERS IN SAND OR ON TEXTURED SURFACES, USING HAND MOVEMENTS TO FORM LETTERS

INTEGRATION OF MORPHOLOGY AND SYNTAX

BEYOND PHONICS, THE APPROACH INCORPORATES INSTRUCTION ON WORD STRUCTURE, INCLUDING ROOTS, PREFIXES, AND SUFFIXES, AS WELL AS GRAMMAR AND SENTENCE STRUCTURE. THIS COMPREHENSIVE FOCUS SUPPORTS VOCABULARY DEVELOPMENT AND READING COMPREHENSION.

BENEFITS AND EFFECTIVENESS FOR STRUGGLING READERS

THE ORTON GILLINGHAM APPROACH HAS DEMONSTRATED SIGNIFICANT BENEFITS FOR STUDENTS WITH DYSLEXIA, READING DISABILITIES, AND OTHER LITERACY CHALLENGES. ITS STRUCTURED AND MULTISENSORY NATURE ADDRESSES COMMON DEFICITS THAT INTERFERE WITH READING ACQUISITION.

IMPROVED DECODING AND SPELLING SKILLS

BY EXPLICITLY TEACHING THE RELATIONSHIP BETWEEN SOUNDS AND LETTERS, STUDENTS GAIN THE SKILLS NECESSARY TO DECODE UNFAMILIAR WORDS AND IMPROVE SPELLING ACCURACY. THIS SKILL IS ESSENTIAL FOR DEVELOPING READING FLUENCY AND CONFIDENCE.

ENHANCED MEMORY AND RETENTION

THE MULTISENSORY TECHNIQUES EMPLOYED HELP REINFORCE LEARNING BY ENGAGING DIFFERENT PARTS OF THE BRAIN SIMULTANEOUSLY. THIS LEADS TO STRONGER MEMORY RETENTION AND QUICKER RECALL OF PHONICS RULES AND WORD PATTERNS.

INCREASED READING FLUENCY AND COMPREHENSION

AS STUDENTS MASTER DECODING AND WORD RECOGNITION, THEY CAN READ MORE FLUENTLY AND FOCUS COGNITIVE RESOURCES ON UNDERSTANDING TEXT, RESULTING IN IMPROVED COMPREHENSION AND ACADEMIC PERFORMANCE.

SUPPORT FOR DIVERSE LEARNERS

WHILE PRIMARILY DESIGNED FOR DYSLEXIC LEARNERS, THE ORTON GILLINGHAM APPROACH BENEFITS A WIDE RANGE OF STUDENTS, INCLUDING THOSE WITH ATTENTION DIFFICULTIES, LANGUAGE DELAYS, OR ENGLISH LANGUAGE LEARNERS, DUE TO ITS CLEAR AND MULTISENSORY INSTRUCTION.

APPLICATIONS IN EDUCATIONAL SETTINGS

THE ORTON GILLINGHAM APPROACH IS WIDELY APPLIED IN VARIOUS EDUCATIONAL CONTEXTS TO SUPPORT STRUGGLING READERS AND ENHANCE LITERACY INSTRUCTION.

ONE-ON-ONE TUTORING

INDIVIDUALIZED TUTORING SESSIONS ALLOW FOR TAILORED INSTRUCTION THAT ADDRESSES THE UNIQUE NEEDS OF EACH LEARNER. THIS SETTING IS IDEAL FOR IMPLEMENTING THE DIAGNOSTIC AND PERSONALIZED ELEMENTS OF THE APPROACH.

SMALL GROUP INSTRUCTION

SMALL GROUPS FACILITATE TARGETED TEACHING WHILE ENABLING PEER INTERACTION. GROUPS ARE OFTEN FORMED BASED ON SIMILAR SKILL LEVELS TO MAINTAIN EFFECTIVE PACING AND FOCUS.

CLASSROOM INTEGRATION

SOME EDUCATORS INCORPORATE ORTON GILLINGHAM PRINCIPLES INTO GENERAL CLASSROOM INSTRUCTION, ESPECIALLY IN EARLY GRADES OR SPECIAL EDUCATION SETTINGS, TO PROVIDE STRUCTURED PHONICS AND MULTISENSORY ACTIVITIES WITHIN THE CURRICULUM.

SPECIALIZED SCHOOLS AND PROGRAMS

MANY SCHOOLS AND PROGRAMS DEDICATED TO STUDENTS WITH DYSLEXIA AND LEARNING DISABILITIES ADOPT THE ORTON GILLINGHAM APPROACH AS THEIR CORE INSTRUCTIONAL FRAMEWORK, ENSURING CONSISTENT AND RESEARCH-BASED LITERACY SUPPORT.

TRAINING AND CERTIFICATION FOR EDUCATORS

EFFECTIVE IMPLEMENTATION OF THE ORTON GILLINGHAM APPROACH REQUIRES SPECIALIZED TRAINING AND CERTIFICATION TO ENSURE FIDELITY TO ITS PRINCIPLES AND METHODS.

TRAINING PROGRAMS

EDUCATORS AND TUTORS TYPICALLY UNDERGO COMPREHENSIVE TRAINING THAT INCLUDES COURSEWORK ON PHONOLOGY, LINGUISTICS, INSTRUCTIONAL STRATEGIES, AND PRACTICAL APPLICATION. TRAINING OFTEN INVOLVES BOTH THEORETICAL AND HANDS-ON COMPONENTS.

CERTIFICATION LEVELS

CERTIFICATION CAN VARY BY PROGRAM BUT GENERALLY INCLUDES MULTIPLE LEVELS OF PROFICIENCY, SUCH AS:

1. LEVEL 1: FOUNDATIONAL KNOWLEDGE AND BASIC INSTRUCTIONAL SKILLS
2. LEVEL 2: ADVANCED TECHNIQUES AND DEEPER UNDERSTANDING OF LANGUAGE STRUCTURE
3. LEVEL 3: MASTERY AND ABILITY TO TRAIN OTHERS OR LEAD PROGRAMS

CONTINUING EDUCATION

ONGOING PROFESSIONAL DEVELOPMENT IS ENCOURAGED TO STAY CURRENT WITH RESEARCH AND REFINE INSTRUCTIONAL SKILLS. MANY CERTIFYING ORGANIZATIONS REQUIRE CONTINUING EDUCATION CREDITS TO MAINTAIN CERTIFICATION STATUS.

FREQUENTLY ASKED QUESTIONS

WHAT IS THE ORTON-GILLINGHAM APPROACH?

THE ORTON-GILLINGHAM APPROACH IS A STRUCTURED, MULTISENSORY METHOD USED TO TEACH READING, WRITING, AND SPELLING, PRIMARILY DESIGNED TO HELP INDIVIDUALS WITH DYSLEXIA.

WHO DEVELOPED THE ORTON-GILLINGHAM APPROACH?

THE ORTON-GILLINGHAM APPROACH WAS DEVELOPED BY NEUROPSYCHIATRIST DR. SAMUEL ORTON AND EDUCATOR ANNA GILLINGHAM IN THE EARLY 20TH CENTURY.

HOW DOES THE ORTON-GILLINGHAM APPROACH HELP STRUGGLING READERS?

IT HELPS STRUGGLING READERS BY USING A MULTISENSORY TECHNIQUE THAT INTEGRATES VISUAL, AUDITORY, AND KINESTHETIC LEARNING TO REINFORCE THE CONNECTION BETWEEN LETTERS AND SOUNDS.

IS THE ORTON-GILLINGHAM APPROACH EFFECTIVE FOR CHILDREN WITH DYSLEXIA?

YES, THE ORTON-GILLINGHAM APPROACH IS WIDELY RECOGNIZED AS ONE OF THE MOST EFFECTIVE METHODS FOR TEACHING READING TO CHILDREN WITH DYSLEXIA.

WHAT ARE THE KEY COMPONENTS OF THE ORTON-GILLINGHAM APPROACH?

KEY COMPONENTS INCLUDE EXPLICIT INSTRUCTION IN PHONICS, SEQUENTIAL AND CUMULATIVE LESSONS, MULTISENSORY LEARNING, AND INDIVIDUALIZED TEACHING PLANS.

CAN THE ORTON-GILLINGHAM APPROACH BE USED FOR ADULTS?

YES, THE ORTON-GILLINGHAM APPROACH CAN BE ADAPTED FOR ADULTS WHO STRUGGLE WITH READING AND SPELLING, INCLUDING THOSE WITH DYSLEXIA OR OTHER LEARNING DIFFERENCES.

WHERE CAN EDUCATORS RECEIVE TRAINING IN THE ORTON-GILLINGHAM APPROACH?

EDUCATORS CAN RECEIVE TRAINING THROUGH ACCREDITED ORTON-GILLINGHAM TRAINING CENTERS, UNIVERSITY PROGRAMS, AND ORGANIZATIONS SUCH AS THE ACADEMY OF ORTON-GILLINGHAM PRACTITIONERS AND EDUCATORS (AOGPE).

ADDITIONAL RESOURCES

1. *"THE ORTON-GILLINGHAM APPROACH: A COMPREHENSIVE GUIDE"*

THIS BOOK OFFERS AN IN-DEPTH OVERVIEW OF THE ORTON-GILLINGHAM APPROACH, DETAILING ITS HISTORY, PRINCIPLES, AND METHODS. IT SERVES AS A VALUABLE RESOURCE FOR EDUCATORS AND THERAPISTS AIMING TO IMPLEMENT STRUCTURED LITERACY INSTRUCTION. THE GUIDE INCLUDES PRACTICAL STRATEGIES AND LESSON PLANS TAILORED FOR STUDENTS WITH DYSLEXIA AND OTHER READING CHALLENGES.

2. *"MULTISENSORY TEACHING OF BASIC LANGUAGE SKILLS"*

A CORNERSTONE TEXT FOR UNDERSTANDING MULTISENSORY INSTRUCTION, THIS BOOK EXPLAINS HOW TO ENGAGE VISUAL, AUDITORY, AND KINESTHETIC LEARNING PATHWAYS SIMULTANEOUSLY. IT IS WIDELY USED BY TEACHERS EMPLOYING THE ORTON-GILLINGHAM APPROACH TO ENHANCE READING AND SPELLING SKILLS. THE BOOK PROVIDES EXERCISES AND ACTIVITIES THAT REINFORCE PHONEMIC AWARENESS AND DECODING.

3. *"OVERCOMING DYSLEXIA: A NEW AND COMPLETE SCIENCE-BASED PROGRAM FOR READING PROBLEMS AT ANY LEVEL"*

WRITTEN BY SALLY SHAYWITZ, THIS WIDELY ACCLAIMED BOOK COMPLEMENTS THE ORTON-GILLINGHAM APPROACH BY EXPLAINING THE SCIENCE BEHIND DYSLEXIA AND EFFECTIVE INTERVENTIONS. IT OFFERS PRACTICAL ADVICE FOR PARENTS AND EDUCATORS ON HOW TO SUPPORT STRUGGLING READERS. THE BOOK DEMYSTIFIES DYSLEXIA AND UNDERSCORES THE IMPORTANCE OF EARLY, SYSTEMATIC INSTRUCTION.

4. *"THE WRITING ROAD TO READING"*

THIS RESOURCE COMBINES PHONICS AND WRITING INSTRUCTION ALIGNED WITH ORTON-GILLINGHAM PRINCIPLES. IT EMPHASIZES THE CONNECTION BETWEEN HANDWRITING AND LITERACY DEVELOPMENT, ENCOURAGING LEARNERS TO INTERNALIZE LETTER-SOUND RELATIONSHIPS THROUGH WRITING. TEACHERS FIND IT USEFUL FOR BUILDING FOUNDATIONAL READING SKILLS IN YOUNG LEARNERS.

5. *"ESSENTIALS OF ASSESSING, PREVENTING, AND OVERCOMING READING DIFFICULTIES"*

THIS COMPREHENSIVE TEXT COVERS ASSESSMENT TECHNIQUES AND INSTRUCTIONAL STRATEGIES ROOTED IN THE ORTON-GILLINGHAM APPROACH. IT GUIDES EDUCATORS IN IDENTIFYING READING DIFFICULTIES EARLY AND DESIGNING TARGETED INTERVENTIONS. THE BOOK BALANCES THEORY WITH PRACTICAL APPLICATIONS TO IMPROVE LITERACY OUTCOMES.

6. *"LANGUAGE AT THE SPEED OF SIGHT"*

FOCUSED ON TEACHING READING THROUGH EXPLICIT PHONICS AND DECODING SKILLS, THIS BOOK ALIGNS CLOSELY WITH ORTON-GILLINGHAM METHODOLOGIES. IT PROVIDES STRUCTURED LESSON PLANS AND DRILLS DESIGNED TO ACCELERATE READING FLUENCY. THE AUTHOR EMPHASIZES SYSTEMATIC, SEQUENTIAL INSTRUCTION TO BUILD STRONG FOUNDATIONAL SKILLS.

7. *"THE GILLINGHAM MANUAL: REMEDIAL TRAINING FOR STUDENTS WITH SPECIFIC DISABILITY IN READING, SPELLING, AND PENMANSHIP"*

CO-AUTHORED BY ANNA GILLINGHAM HERSELF, THIS MANUAL IS A PRIMARY SOURCE FOR UNDERSTANDING THE ORIGINAL ORTON-GILLINGHAM APPROACH. IT OUTLINES DETAILED PROCEDURES FOR MULTISENSORY, SEQUENTIAL TEACHING TAILORED TO STUDENTS WITH DYSLLEXIA. THE MANUAL REMAINS A VITAL REFERENCE FOR PRACTITIONERS SEEKING AUTHENTIC METHODS.

8. *"STRUCTURED LITERACY AND TYPICAL LITERACY PRACTICES: UNDERSTANDING DIFFERENCES TO CREATE INSTRUCTIONAL OPPORTUNITIES"*

THIS BOOK EXPLORES THE DISTINCTIONS BETWEEN STRUCTURED LITERACY APPROACHES LIKE ORTON-GILLINGHAM AND MORE TRADITIONAL LITERACY INSTRUCTION. IT ADVOCATES FOR EVIDENCE-BASED TEACHING PRACTICES THAT ADDRESS THE NEEDS OF STRUGGLING READERS. EDUCATORS GAIN INSIGHT INTO ADAPTING INSTRUCTION TO MAXIMIZE STUDENT SUCCESS.

9. *"THE DYSLLEXIA EMPOWERMENT PLAN: A BLUEPRINT FOR RENEWING YOUR CHILD'S CONFIDENCE AND LOVE OF LEARNING"*

WRITTEN BY A PARENT OF A DYSLLEXIC CHILD, THIS EMPOWERING BOOK COMPLEMENTS THE ORTON-GILLINGHAM APPROACH BY FOCUSING ON EMOTIONAL AND MOTIVATIONAL SUPPORT. IT PROVIDES PRACTICAL STRATEGIES FOR ADVOCACY, SELF-ESTEEM BUILDING, AND NAVIGATING EDUCATIONAL CHALLENGES. THE BOOK IS AN ENCOURAGING COMPANION FOR FAMILIES AND EDUCATORS ALIKE.

Orton Gillingham Approach

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orton gillingham approach: The Orton-Gillingham Educators' Guide Lincoln Turner, David Katz, Heidi Bishop, Norma Jean McHugh, 2018-02-27 The Orton-Gillingham Educators' Guide is a resource tool for those who have been trained in the Orton-Gillingham Approach. The Orton-Gillingham Educators' Guide also provides overviews of the Orton-Gillingham approach and of the structure of the English language for those looking to pursue Orton-Gillingham training or for those wishing to add more tools to their teaching toolbox. This guide is not meant to replace Orton-Gillingham training; instead, it is designed to enhance and supplement it. The Orton-Gillingham methodology is appropriate for teaching students in classrooms, small groups or 1:1 settings - in both the primary and secondary grades. Originally designed for teaching children with dyslexia, for almost 90 years the principles of Orton-Gillingham have improved students' reading, spelling, and writing abilities. Many of today's most successful reading programs are based on Orton-Gillingham's multi-sensory approach that incorporates all three modalities of the language triangle - visual, auditory, and kinesthetic/tactile. Employing these modalities throughout instruction allows students to learn in a multisensory way, which is the most effective way to learn and retain information.

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MacLeod-Vidal, Kristina Smith, 2020-12-29 Give young learners the tools they need to improve reading fluency and master phonics skills with this teacher-friendly resource of multisensory reading lessons based on the proven Orton-Gillingham approach. Bringing Orton-Gillingham and hands-on literacy strategies into your classroom has never been easier. With this comprehensive reading workbook, you'll support struggling readers and students with dyslexia using step-by-step, evidence-based lesson plans that make learning to read engaging and accessible. Teach Reading with Orton-Gillingham offers research-backed methods for making literacy instruction multisensory and fun. From tracing letters in sand to using shaving cream for sound-symbol recognition, you'll find creative, proven strategies to help students understand key concepts like letter-sound relationships and decoding skills. With 9 targeted units and 72 detailed lessons, each unit includes: Easy-to-follow lesson plans Visuals and reference charts Suggested timelines and pacing guides Adaptable strategies for 1-on-1, small group, or whole-class instruction Whether you're a classroom teacher, interventionist, or homeschool parent, this reading workbook for kids is your go-to guide for Orton-Gillingham instruction that works

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'oo', 'ou' and 'ow' as /ou/. Book B: 'ow' as long 'o', 'ay', 'ar', 'er', 'ir', 'or', 'ur', 'oy', 'oi', long vowel teams, the letter 'y', words ending with 'ie', 'ew', long 'o' words, long 'i' words, 'qu', 'au', 'aw', 'alk', 'ct', 'ea' as short 'e', protecting short vowels, and past tense words.

orton gillingham approach: Identifying, Assessing, and Treating Dyslexia at School

Catherine Christo, John M. Davis, Stephen E. Brock, 2009-04-21 As many as one in four children experiences problems with reading. Dyslexia, the most common learning disability leads to well-documented negative effects on school and, ultimately, adult success. Therefore, it is critical that school professionals provide early and effective assessment and intervention. Identifying, Assessing, and Treating Dyslexia at School equips practitioners with in-depth understanding of the disorder and a wealth of practical information for meeting student needs. This volume: Reviews up-to-date findings on dyslexia - causes, prevalence, and related conditions. Provides research-based tools for identifying and addressing dyslexia. Offers a detailed framework for case finding and screening, diagnostic and psychoeducational assessment as well as age- and grade-appropriate intervention. Explains the roles and responsibilities of school psychologists when it comes to identifying students with dyslexia. Focuses solely on dyslexia, unlike most other books on learning disabilities. As the duties of school psychologists and related education professionals become more complex, recognizing and providing services for students with learning disorders has become progressively more demanding. Identifying, Assessing, and Treating Dyslexia at School offers practitioners an accessible and easy-to-read reference that they will use for years to come.

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orton gillingham approach: Orton Gillingham Phonics. 100 Activities to Help Kids with Dyslexia and Struggle Readers to Improve Their Writing and Reading Skills. Volume 1 Teresa Willoughby, 2021-10 Orton Gillingham Phonics. 100 activities to help kids with dyslexia and struggle readers to improve their writing and reading skills. Volume 1. Orton-Gillingham Approach uses systematic phonics to teach language and promote mastery in students with dyslexia. This approach encourages students to grasp the sound-symbol relationship that is necessary to understand alphabetic systems of writing. In this book you will find a multitude of activities that will help your students improve their writing, reading and sound recognition. Specifically in this book you have exercises to: - Help the child guess a word from a drawing and write it - Find and mark open syllables - Differentiate between short and long vowels - Differentiate between open and closed syllables - Blank lines for the instructor to dictate And many other exercises more prepared for the child to practice with different phonics The Orton Gillingham methodology is not a new methodology. It has been used around the world and validated in classrooms since the 1980s. The Orton Gillingham methodology provides the teacher or instructor with a way to develop a structured, individualized and multisensory reading and language skills plan. Orton Gillingham Methodology instructors encourage students to master their reading and language skills on an individual basis. The Orton Gillingham methodology places special emphasis on multisensory education. Since students with dyslexia lack a level of phonemic awareness, learning to read through phonics incorporating all the senses is highly effective.

orton gillingham approach: I Can Fly Reading Program - Book A, Online Games Available, Orton-Gillingham Based Reading Lessons for Young Students Who Struggle with Reading and May Have Dyslexia Cheryl Orlassino, 2014-02-01 The I Can Fly Reading Program, Books A & B, are lesson-based workbooks which provide lessons in phonics for children who are just beginning to learn to read. The methods used in this program are based on the Orton-Gillingham approach, in that every sound and spelling rule is taught in a structured, cumulative manner with repetition. Perfect for all young students, especially those who have learning delays, speech and language difficulties, APD, autism, and those with a family history of dyslexia and may be dyslexic. This program is perfect for homeschooling, tutoring and for parents who need to help their children. There's no training needed, and the program is step-by-step, requiring no planning or lesson preparation. This program can also be used in the classroom with our Kindle version for the Smart Board or for remote teaching. All that is needed is the Kindle App (which can be used on PCs and Macs). A web app is available to augment the program. Go to: [ICanFlyReadingProgram \(dot com\)](http://ICanFlyReadingProgram.com). This book is colorful, with large text and a simple layout that is created to be visually appealing to children. The program comes in two books, Book A and Book B. Book A: the alphabet, consonants, vowels, consonant blends, FLOSS words, high frequency words, 'ch', 'sh', 'th', 'ck', 'ng', 'nk', VCV, 'oo', 'ou' and 'ow' as /ou/. Book B: 'ow' as long 'o', 'ay', 'ar', 'er', 'ir', 'or', 'ur', 'oy', 'oi', long vowel teams, the letter 'y', words ending with 'ie', 'ew', long 'o' words, long 'i' words, 'qu', 'au', 'aw', 'alk', 'ct', 'ea' as short 'e', protecting short vowels, and past tense words.

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