The Fellow Journal

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Introduction

The Journal focuses on providing news of those developments, policies, procedures, and matters of professional concerns that are relevant to the Fellows of the Academy. Many of these articles come from work completed in various committees, our Founding Fellows, and from motions made by the Board. There are many exciting changes and developments occurring and the Academy wants to keep its Fellows informed. Please share this information with your trainees and mentees. Fellows who have questions, suggestions, or feedback about information in the Fellow Journal should email the Editors at FellowJournal@ortonacademy.org. They will attempt to answer all questions in a timely manner.

The purpose of the Academy is to establish and maintain the highest professional standards for 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.

Important Changes

Recent Board Motions
Regarding Membership Applications

At the March 2012, meeting of the Board of Directors, the members unanimously approved three motions that are very important for Fellows to know during their work training membership candidates:

➤ "The 'Window of Opportunity' for applicants who received their Orton-Gillingham training prior to the establishment of the Academy will close with the July 2013 application."

➤ "After July 2013, Fellow applicants must first be members at the Certified level of Academy membership."

➤ "Fellow applicants will submit a DVD of themselves teaching a critical element from the middle of an Associate and/or a Certified course with their application. The DVD must be accompanied by a detailed lesson plan for the lesson submitted. This DVD requirement will be required of Fellow applicants after July 2013."

Associate Required Reading List Changes

The following readings on the Associate Reading list are now out of print.

• Wilkins, Angela & Garside, Alice. 2002. (3rd edition) *Basic Facts About Dyslexia: What Every Layperson Ought to Know*. (Part I) B Book: Emeritus Series. Baltimore, MD: International Dyslexia Association.
  Item # 0-89214-017-8

• Ryan, Michael. 1994. *The Other Sixteen Hours: The Social and Emotional Problems of Dyslexia*. O Book: Emeritus Series. Baltimore, MD: International Dyslexia Association Item # 0-89214-008-9

• Kaufman, Lorna, & Felton, Rebecca. 2001. *Understanding Test Results: Standard Scores, Percentiles, and Other Sources of Confusion*. U Book: Emeritus Series. Baltimore, MD: International Dyslexia Association. Item # 03091

- Johnson, Doris. 2001. *Listening Comprehension and Attention: Basic Facts*. L Book: Emeritus Series. Baltimore, MD: International Dyslexia Association. Item # 0-89214-050-X

The replacement for these four readings is the IDA publication: Moats, Louisa Cook, & Dakin Karen E., *Facts About Dyslexia and Other Reading Problems.* Baltimore, MD: International Dyslexia Association. ISBN: 978 08921 40640 ($12.00 for IDA members and $15.00 for non members.)

The supervising Fellow has the option of continuing to use the Emeritus books if they are available or to use *About Dyslexia and Other Reading Problems* as the replacement book. All other readings on the Associate List will remain the same.

Historical Insights

Here is an interesting bit of history relating to the Orton-Gillingham Approach to teaching written language skills that helps to explain some of the variations we all see in the teaching steps included under the Orton-Gillingham umbrella.

Orton began his dedication to students with reading disorders while working as Chairman of the Department of Psychiatry at the University of Iowa, College of Medicine in the 1920's. As the original "thinker" of the phenomena in the United States, he was first curious about intelligent students who could see, hear, think, and learn but were unable to hold onto the visual images of words securely enough to learn to read and spell through the usual instructional procedures used at that time. When Orton left Iowa in 1927, his focus was on those students with insecure visual imagery for words. When he settled in New York, he asked Anna Gillingham to analyze the English language to find the "system" or the "organization" of the language that could be taught to students. He believed that this would enable students to learn decoding and encoding skills using their intellect rather than having to depend entirely on their inefficient visual imagery. Certain teaching steps developed at that time became know as Orton-Gillingham techniques and are still taught today.

Paul Dozier, Paula Dozier Rome's uncle, took some of his medical training with Orton and he, too, was fascinated by the phenomena now known as Dyslexia. He continued to work with Orton and Gillingham, learned the effective teaching techniques they had developed, and began to teach teachers and parents in his medical practice as Chairman of the Language Disability Clinic of the Institute of the Pennsylvania Hospital in Philadelphia. In 1935, Gillingham left New York for Hawaii. Dozier continued his close association with Orton. In time, Dozier became intrigued with students who could see, hear, think, and learn but had unexpected difficulty holding onto the sequences of speech sounds and processing the oral language; they had no trouble hearing. This is now thought of as an auditory processing deficit, auditory receptive language deficit, word deafness (used by Orton and Dozier), or auditory dyslexia. They made some changes in the Orton-Gillingham drill work and kinesthetic reinforcing procedures with this particular population very much in mind.

One variation on the theme of the Orton-Gillingham Approach that reflects this historical sequence is evident in the Visual Drill done with the Phonics Drill Cards. Orton and Dozier taught the student to look at the written symbol and give just the speech sound(s). Asking a student to give the name of a letter and/or a key word was introduced, only if the student needed that additional cue. The cue was removed as quickly as possible when the student had reached mastery with that sound-symbol association. Those trained by Gillingham asked the student to give the letter name, key word, and sound for an extended period of time while doing the visual drills. History has proven that both procedures are effective.

Another "piece" of this difference would be the way the student is taught to deal with the multiple spellings during an auditory or phonemic dictation drill. Orton and Dozier always insisted that, while the student may be introduced to a new phonogram in one order, s/he should end up writing the spelling options on their paper during the auditory drill, or when writing the multiples when needing the information to determine a spelling choice in a particular word, in the same sequence every time. This repetition would make the memory of the spelling choices as secure as possible. The order of the spellings should help the student retrieve the correct letters for the sound based on

where in the word or when each spelling occurs. For example, the teacher might choose to teach the spellings for the sound of /ā/ in the following order: a-e, ai, a, and then –ay. This decision may be based on the order the sounds that are introduced in phonetically controlled text. However, when writing the multiple spelling choices for a sound, the student is expected to write them in the "most useful order," which would be: a (at end of a syllable), a-e, ai (middle of the word or syllable), and ay (end of a word). Therefore, when introducing a new phonogram, the teacher explicitly instructs the student to place the new phonogram in the list of multiple spellings. The order of spellings should help the student remember where and/or when each particular spelling is used. There is still discussion among OG practitioners about what would constitute "the best order." Once the teacher has decided what order is best for her/his student(s), then that order should be followed every time the sequence of spellings is written. This repetition makes the memory of the information more secure and more easily retrievable when needed.

It is important to remember the Orton, Gillingham, and Dozier's goal was to develop techniques and procedures to meet the needs of the individual learner. These techniques and procedures were never meant to be used the same way for every student. This flexibility is one of the hallmarks of the Orton-Gillingham Approach.
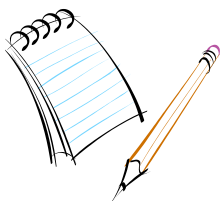
Application Dos and Don'ts
(Please share this information with your Trainees)

Phonological Awareness And Letter Awareness Activities In The Orton-Gillingham Lesson

To understand the importance of this topic, definitions are needed. Phonological awareness is a broad term that includes identifying and manipulating larger parts of spoken language, parts such as words, syllables, and onsets and rimes -- as well as phonemes without using letters. It encompasses awareness of other aspects of language

sounds, such as rhyming, alliteration, and intonation. Phonemic awareness is a subcategory of phonological awareness, involving identifying, and manipulating the tiny segments of sound (phonemes) that make up words. Letter awareness involves recognizing and recalling the shapes of upper and lowercase letters (graphemes), their names, alphabetic order, and how to write them.

Phonological, letter, and phonemic awareness activities are an important part of a pre-school and kindergarten curriculum. However, once a first grader or an older student has learned how to write the alphabet, continued practice writing the alphabet should suffice for mastering alphabetic order. Once the letters are learned, phonemic awareness training, if needed, is more effective when the student is taught to connect sounds to written letters, rather than using just sounds. One example would be using the phonogram drill cards for practicing visual, auditory, and blending skills, as integral part of good Orton-Gillingham instruction.

The National Reading Panel's Report of the Subgroups (Chapter 2 - Alphabetics, p. 2-4) states, "Instruction that taught phoneme manipulation with letters helped normally developing readers, and at-risk readers, acquire phonemic awareness better than phonemic awareness instruction without letters. Phonemic awareness training with letters helps learners determine how phonemes match up to graphemes within words and thus facilitates transfer to reading and spelling."

The Academy has requested that applicants submit lesson plans only for students they have worked with for at least 15 or 20 lessons. By the time an applicant is applying to the Academy, most students should no longer need specific instruction in phonological and alphabetic awareness activities. These types of activities should be seamlessly integrated into the reading and spelling sections of the Orton–Gillingham lesson plan when the student is directly and explicitly taught the phonetic and linguistic structure of the language.

Choosing Words Carefully
When Teaching Spelling Rules And Generalizations

In English, the use of a spelling choice or the application of a rule often depends upon the sequence of the letters within a word. The teacher's and the student's wording for these situations is most helpful when it reflects those placement and sequence concepts.

For example, one could teach a student to think of the rule involving the choice between using –ck or –k at the end of a one syllable word as, "Use -ck when there is a short vowel sound just before a final /k/ sound on the end of a one syllable word (e.g., păck, nĕck, tĭck, clŏck, dŭck)." The companion to that rule would then be, "Use the letter k when the final /k/ sound has any other sound before it (e.g., take, book, milk, park, jerk, hawk)."

Unfortunately, this wording makes the student have to put his/her language-thinking in reverse order and back up to an earlier pattern or position in a word to determine the needed spelling. For maximum efficiency, the student's eyes and thinking should be moving from left to right, from the beginning of the word to the end, whenever possible.

In keeping with the "beginning to the end of a word" progression, the student can be taught the rule as, "In English use –ck for the /k/ sound/spelling at the end of a word after a short vowel sound. Use the letter k for the /k/ sound/spelling after all other sounds (vowel patterns and consonants).

This wording pattern applies to other short vowel signals such as -tch; -dge; and -ll, -ff, -ss, -zz. It also applies for the –kle/-ckle spelling choices (e.g., tackle, sparkle, ankle).

This wording also needs to be incorporated into the instruction relating to the rules involved in soft c and soft g. Though soft c and g involve a reading rule, the wording needs to be; "The letter c or g has its soft sound, /s/ and /j/ respectively, when followed by e, i, or y. The letter c has its hard sound /k/ when followed by a, o, u, l, r, and t. The letter g has its hard sound /g/ when followed by a, o, u, l, and r."

The same concept also applies when teaching a student a number of other multiple spelling choices: -tion and -sion for example. "Use –tion to spell the /shən/ syllable on the end of a word when the root word ends in –t or –ct (nate – nation; act – action). Use –tion when the suffix being added to a root word is –ation (combine – combination) or   -ition (define – definition). Use –sion for /shən/ when the root word ends in –ss (miss – mission) or –se (tense - tension)."

The Auditory Drill

When doing an auditory drill (also known as phoneme dictation) with a student, the teacher needs to keep the steps in mind that will assure the procedure is as multisensory as possible, utilizing the student's visual, auditory, kinesthetic, and tactile pathways (VAKT). This is important when the teacher is doing an auditory drill with basic sounds, roots, or affixes. To assure that the procedure is multisensory:

1. When necessary, the teacher must tell or remind the student to watch the teacher's mouth as each speech sound (phoneme) is pronounced.
2. The teacher should pronounce the sounds in normal speech, enunciating clearly, but not overly so.
3. The student should repeat the speech sound(s). This will assure the teacher that the student has heard the correct sound. This also helps the student to remember the sound while proceeding from the feelings in his/her own speech mechanism to determining what letter or letters need to be written. This provides auditory and kinesthetic feedback to the student.
4. The student should then write the letter(s) known to spell that sound while saying each letter's name as it is written. This provides visual, kinesthetic, tactile feedback to the student.
5. Finally, the student reads what has been written, providing visual and auditory feedback.

If the student is able to correctly write every spelling s/he has been taught, then the

teacher can dictate the next sound. If the student is not able to remember all the spellings, the teacher will need to proceed with error repair steps in order to help the student retrieve and remember the information s/he has been taught. It is important to ask questions to help the student retrieve the information that was previously taught directly and explicitly.

Error repair steps:
1. If an incorrect response was written, the student should put a line through the error.
2. Ask the student to repeat the dictated sound.
3. Ask the student if s/he can think of any other way to spell that sound.
4. If the student cannot retrieve the correct response, the teacher asks the student if s/he can remember the keyword or mnemonic device (e.g., ai and ay = sail away).
5. If the student still cannot retrieve the correct response, the teacher provides the keyword or mnemonic orally (giving the memory clue orally during an auditory drill).
6. When the student is finally able to write the correct spellings for the speech sound given, the teacher should ask the student to write the spelling(s) at least two or three more times, saying the letter names out loud.
7. Knowing that the student has not yet mastered the sound/symbol association, the teacher should note the student's error on the lesson plan so that it is retaught or reviewed in the next lesson(s) or, later during the review spelling dictation section of the Orton-Gillingham lesson, the teacher could add in a few words containing the sound.

It is important for the teacher to also follow these same multisensory steps when the student makes an error spelling words in isolation, in phrases, or in sentences.

Kinesthetic Reinforcement For Confusions

Teachers-in-training need to be taught, reminded, and then reminded again that whenever a student has a confusion or error while writing or spelling, the error must be

corrected. The teacher must immediately incorporate kinesthetic reinforcement procedures to help assure the student's mastery of the correct response.

For example: If the student writes the word <u>dump</u> for the word <u>bump</u>, the teacher should ask the student to cross out the word <u>dump</u>, then help the student identify and correct his/her error. Then the student needs to write the letter <u>b</u> three to six times, saying the sound aloud each time the letter is written. The teacher should ask the student to write the word <u>bump</u>. Next, the teacher should dictate another word with that same letter or pattern in it (e.g., <u>bit</u>, <u>bug</u>, <u>band</u>, <u>bed</u>, <u>box</u>). The repeated writing on the student's work paper will remind the teacher that the confused element should be reviewed in subsequent lessons as many times as necessary.

As another example, the student wanted to write the word <u>burn</u> but wrote <u>bern</u> or <u>birn</u> instead. Once the teacher and student have worked through the steps to correct the confusion, the student should cross out the error, then write burn correctly, then be asked to write <u>ur</u> three to six times while saying the sound aloud each time. The teacher should then dictate another word or two with <u>ur</u> for the student to write (e.g., <u>burp</u>, <u>hurt</u>, <u>curb</u>, <u>burlap</u>). The error should be noted on the lesson plan so other <u>ur</u> words can be incorporated into the next lesson or two.

This procedure is VERY IMPORTANT when students confuse letterform (<u>b</u>/<u>d</u>), omit letters from consonant blends (<u>sack</u>/<u>snack</u>), confuse letter sequence (<u>toin</u>/<u>tion</u>), or forget multiple spelling choices, etc. This procedure is an important way to assure that the student's kinesthetic pathway is being utilized to its fullest potential.

As an added note to this concept, having a student trace a confused element in the air with his/her writing arm is certainly a multisensory component. However, it is not as strong a kinesthetic reinforcement as having the student write it on some surface that will provide a stronger feeling of pressure in the arm musculature sending a more intense memory to the brain. Writing it on something gives the student a visual picture of the correct response. This, of course, makes the associations more intensively multisensory.

PEARLS OF WISDOM

WHEN 2 VOWELS GO WALKING

The saying, "When two vowels go walking, the first one does the talking" is taught by many teachers. Because this saying rhymes and rolls-off-the-tongue so easily, many students remember it with a minimum of repetition. However, if one takes the time to count the vowel teams for which the saying applies, it becomes clear why one should not teach this rhyme. This is especially true for a student experiencing problems with written language. The count is as follows:

➢ Only 4 vowel teams follow the rhyme all the time:
1. ai
2. ay
3. ee
4. oa

➢ Another 6 vowel teams follow the rhyme some of the time:
1. ea   (3 possibilities: /ē/, /ĕ/, /ā/)
2. ei   (2 possibilities: /ē/, /ā/)
3. ey   (2 possibilities: /ē/, /ā/)
4. ie   (2 possibilities: /ē/, /ī/)
5. oe   (2 possibilities: /ō/, /ōō/)
6. ue   (2 possibilities: /ū/, /ōō/)

➢ 1 vowel team made up of 2 vowels and 2 consonants follow the rhyme some of the time:
1. ough (6 possibilities: /ō/, /ŭ/, /ŏ/, /ōō/, /au/, /ou/)

➢ 9 vowel teams have sounds other than the long sound of the first vowel:
1. au   (a sound other than the long sound of the first vowel: /au/)
2. augh (a sound other than the long sound of the first vowel: /a/)

3. eigh   (a sound other than the long sound of the first vowel: /ā/)
4. oi   (a sound other than the long sound of the first vowel: /oi/)
5. oy   (a sound other than the long sound of the first vowel: /oi/)
6. ui   (a sound other than the long sound of the first vowel: /o͞o/)
7. eu   (2 sounds other than the long sound of the first vowel: /ū/, o͞o/)
8. oo   (2 sounds other than the long sound of the first vowel: /o͞o/, /o͝o/)
9. ou   (4 sounds other than the long sound of the first vowel: /ou/, /o͞o/, /ō/, /ŭ/)

➢ <u>This saying does not cover the 4 vowel teams that have one vowel followed by one or more consonants; 2 say the long vowel sound of the vowel and 2 do not.</u>
   1. aw   (a sound other than the long sound of the first vowel: /au/)
   2. ew   (2 sounds other than the long sound of the first vowel: /ū/, /o͞o/)
   3. igh   (only 1 long vowel sound: /ī/)
   4. ow   (only 1 long vowel sound of 2 possibilities: /ō/, /ou/)

In summary, 10 vowel teams follow the saying, "When two vowels go walking, the first one does the talking," by having the first vowel say its long sound. Of these 10, only 4 vowel teams follow the saying all the time. 6 of the 10 vowel teams follow the saying some of the time because they also make other sounds. These 6 vowel teams plus 10 other vowel teams (1+9) do not follow the saying. 4 vowel teams do not start with 2 vowels so they are not included in the saying, "When 2 vowels go walking."

Based on this information, it is recommended that teachers teach the sound-symbol associations and not teach this rhyme since it is not consistent enough to be helpful to a student struggling with mastery of reading and spelling skills.

(Note: Diacritical markings in dictionaries vary. In this material, the authors have chosen to use the "common instructional vowel notations" for pronunciation indicators rather than some of the less familiar "dictionary notations.")