

# Canadian Academy of Therapeutic Tutors (Orton-Gillingham)



*CATT (O-G) News*

*Issue 14*

*Fall, 2005*

## **Inside this issue:**

Message From the Board	<b>1,2</b>
Tribute to Dr. Carl L. Kline	<b>3</b>
Improving Reading Comprehension	<b>2, 5</b>
Research Definition of Dyslexia	<b>4</b>
Calendar of Events	<b>6,7</b>

## Message From the Board

We are entering another school year. Once again the Canadian Academy of Therapeutic Tutors wishes to extend a warm welcome to our new members. It is heartwarming to see our numbers growing.

Congratulations to Shannon Green, our newest Tutor Trainer.

Special thanks to Corey Zylstra who facilitated the O-G training in July with Shannon Green as co-instructor, and Lois Lindsay who facilitated the August Surrey College O-G training course. We extend our appreciation to Marilyn Thorpe, Sue Wyness, Judy Miller, Sylvia Cannon, Karen Nyland, Tammie Aeberhardt and Jean Brewer who supported our trainers as trainer aides this summer. Thank you all for giving up a portion of your summer for us.

# Message From The Board

*c o n t i n u e d*

We will look forward to seeing you on October 12 for the Member-to-Member Presentations, January 21 for our Professional Development Day, and April 22 when Gary Anaka returns for the Spring Fling Event.

Contact the board of directors anytime with your comments or concerns at [directors@ogtutors.com](mailto:directors@ogtutors.com)

Best wishes for successful Orton-Gillingham tutoring in 2005 and 2006.

Pam Brun, Michele Henderson, Lois Lindsay, Irene Storteboom, Marilyn Thorpe, Joan Villett, Marilyn Wardrop and Sue Wyness



## Improving Reading Comprehension

*By: Eileen S. Marzola, Ed.D.*

***“The good news is that poor readers can be taught to use the same techniques good readers use instinctively.”***

The majority of reading instruction has always emphasized the decoding aspect. Once students were able to read accurately, they were expected to comprehend what they were reading automatically. Teachers in today’s schools, however, are aware that comprehension of text does not always come so easily. The National Institute of Education’s 1985 Report of the Commission on Reading, *Becoming a Nation of Readers*, stressed the critical importance of teaching students strategies that show them how to “focus their attention on the relevant information,

synthesize the information, and integrate it with what they already know” (pp. 71-72). This same report, however, indicated that students spend up to 70% of the time designated for reading instruction doing independent practice, mostly on workbooks and skill sheets.

Research does not support practice in isolated specific sub-skills of reading comprehension (e.g., finding the main idea, determining sequence). There appears to be little if any transfer from this kind of “skill” work to reading and understanding real text.

*Continued on page 5*

# A Tribute to Dr. Carl L. Kline, M.D., FRCP(C)

*Born Oct. 2, 1915, passed away on June 26, 2005.*

*Article submitted by Lois Lindsay.*

Over the past 40 years, Dr. Carl Kline was the major force in British Columbia in encouraging and teaching educators and parents to educationally remediate those affected by dyslexia.

Dr. Kline completed his undergraduate education at Northwestern Medical School and subsequently he served with the United States Navy Medical Corp. for five years. He undertook his post-graduate training in Psychiatry and Neurology at St. Elizabeth's Hospital at Duke University Medical School.

Carl and Carolyn moved to British Columbia in 1967 where he practiced Psychiatry and became a member of the UBC Faculty of Medicine. Also, he became a member of the Canadian Royal College of Physicians and Surgeons, Certified in Psychiatry. He is a Life member of the Canadian Psychiatric Association.

Dr. Kline's special interest was in the area of working with children with learning disabilities, namely dyslexia. He was instrumental in the establishment of three specialized academic schools: Kenneth Gorgon School, James Cameron School and the Fraser Academy. In the early 1970's, he also was a guiding force in the formation of the Orton Dyslexia Society, British Columbia Branch, now renamed the International Dyslexia Association, British Columbia Branch.



*Dr. and Mrs. Kline receiving the "Dr. and Mrs. Carl L. Kline Award for Outstanding Service in the Field of Dyslexia", 1998.*

Dr. Kline was a member of the Council of Advisors of the International Dyslexia Association and he was the recipient of their highest honor—The Samuel T. Orton Award.

His publications on child and adolescent psychiatry and the field of children with specific language disability appeared in over sixty professional journals.

In 1998, Dr. Kline, along with his wife Carolyn, had the honor of presenting the Dr. & Mrs. Carl L. Kline Award for Outstanding Service in the Field of Dyslexia.

He will be remembered as a remarkable, kind, accomplished man who spent his life helping others and supporting just causes.

His surviving wife, Carolyn, joined him in provision of caring services for those affected with dyslexia. She is a founding member and a Fellow in the formation of the Canadian Academy of Therapeutic Tutors (Orton-Gillingham).

# Research Definition of Dyslexia

*Adopted by the IDA Board of Directors, November 12, 2002.*

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

*CATT, O-G is pleased to present:*

## Orton-Gillingham Professional Development Day



*Saturday January 21, 2006*

### Learn Different Ways to Spice Up Your Lessons...

Location: Surrey Conference Center

9:00 – 1:30

(coffee and goodies provided)

**Early Bird registration** by Dec. 10:  
\$70.00 members, \$80.00 non-members

Registration after Dec. 10, 2005:  
\$80.00 members, \$90.00 non members

Register online at [www.ogtutors.com](http://www.ogtutors.com) or  
call the C.A.T.T. phone line at 604-261-  
3125 and leave your name and contact  
information.

**Composition strategies** with  
Corey Zylstra

**Using multiple resources**  
with Sue Wyness & Heather  
Redenbach

**Being a truly therapeutic tutor**  
with Gloria Olafson and  
Stephanie Lindstrom

Vendors, vendors and more  
vendors!



# Improving Reading Comprehension

*Continued from page 2.*

Current research in reading comprehension has demonstrated that for good readers, reading is an active process. They use strategies that help them in identifying important ideas, organizing information to ease retrieval, and creating a web of connections among ideas in the text.

The good news is that poor readers can be taught to use the same techniques good readers use instinctively. Data from current research have indicated which strategies may be most powerful for increasing students' understanding of text. Strategies used before, during, and after reading can greatly facilitate comprehension.

What do good readers do before reading? They summon the prior knowledge they have about a given topic, focus their complete attention on reading, and set a purpose before they begin. If they are reading a textbook, for example, they set a different purpose than if they are reading a novel for pleasure.

During reading, good readers keep their attention focused on the task at hand. One of the most important strategies used by good readers is their constant monitoring of their comprehension. They do it so often that it becomes automatic. Once they

become aware that comprehension is slipping, they use "fix-up strategies" such as re-reading, clarifying vocabulary, and summarizing what they have learned from the text up to this point to improve their understanding of what follows.

After reading, good readers summarize the major ideas they have read about in some fashion. Some review these ideas verbally. Others use a graphic organizer of some kind (semantic maps, flow charts, etc.). In any case, they evaluate the comprehension of what they read, deciding if they have reached the goal they set for reading. If necessary, they seek additional information from outside sources to further clarify and enrich their understanding.

Specific strategies like semantic mapping and self-questioning techniques like Reciprocal Teaching employ the comprehension steps good readers use automatically.\* As a result, using these strategies have been shown to improve comprehension performance of poor readers significantly.

*\*For more specific information about these strategies, see Marzola, E.S. (1988). Interrogating the Text: Questioning Strategies Designed to Improve Reading Comprehension. Reading, Writing and Learning Disabilities, 4; 243-258.*





# Calendar of Events




The Learning Disabilities Association of Vancouver Island will present their Fall, 2005 conference on Oct. 20th and 21st, featuring Edward Hallowell, MD, adult psychiatrist and best-selling author of “Driven To Distraction” and “Delivered from Distraction”. Visit: [www.ldasvi.bc.ca](http://www.ldasvi.bc.ca) for details.


The IDA, BC Branch presents the 24th Working Together Conference entitled: Achieving Literacy: From Evidence to Action, October 21, 2005 at Sir Winston in Vancouver. The keynote speaker, Dr. Peggy McCardle will present: WHAT IS EVIDENCE-BASED INSTRUCTION AND WHY IS IT IMPORTANT?, followed by over 12 concurrent sessions. To Register Or For More Information visit IDABCB website: [www.idabc.com](http://www.idabc.com) Phone: 604-940-0045


The World Congress on Learning Disabilities presents the 14th Annual World Congress on LD entitled: A Multidisciplinary Approach to Learning Disabilities: Integrating Education, Motivation and Emotions on Oct. 28 and 29, 2005 in Burlington, MA.

Visit: [www.ldam.org/confernces/ldw.html](http://www.ldam.org/confernces/ldw.html) for details.

The IDA 56th Annual Conference will be November 9 - 12, 2006 in Denver, Co. Participate in a conference with more than 400 national and international speakers and nearly 200 sessions on a multitude of topics. Visit [www.interdys.org](http://www.interdys.org) for details.

 CATT (O-G) is pleased to present the O-G Professional Day on Jan., 21st, 2006. Topics include Composition, Using Multiple Resources, Adapting for Particular Students and Questions & Answers by experienced tutors. Check the website in the coming months for more details. [www.ogtutors.com](http://www.ogtutors.com)

 CATT (O-G) presents our 6th Annual Spring Fling on Saturday, April 22, 2006 at The Surrey Conference Center. Gary Anaka will present: Your Magical Brain: How It Learns Best, Part 2. This seminar offers an interactive experience of ways the brain learns best. Strategies will be shared that can make a positive difference for all students, of all ages, and all abilities. Visit [www.ogtutors.com](http://www.ogtutors.com) for registration information, or see the ad in this newsletter.

 CATT members hold community tutor support meetings in local communities including: Vancouver, North Shore, Surrey, Richmond and the Tri-Cities. Join your local OG Tutors to network, share ideas and ask questions. Visit [www.ogtutors.com/events.php](http://www.ogtutors.com/events.php) for details and contact information.

CATT Event	Date
Member-to-Member Presentation	October 12, 2005
Professional Development Day	January 21, 2005
Spring Fling featuring Gary Anaka	April 22, 2006
O-G Tutor's Community Meetings	<i>ongoing</i>

### **Board of Directors**

Pam Brun  
Michele Henderson  
Lois Lindsay  
Irene Storteboom  
Marilyn Thorpe  
Joan Villett  
Marilyn Wardrop  
Sue Wyness

### **Advisors**

Bonita Colony  
Dr. Patrice Dunn  
Howard Eaton  
Carolyn Kline (Fellow)  
Linda Hotz  
Dr. Peter Hotz

### **Committees**

Pro. D.: Donna Cole &  
Maureen Belliveau

Supervisor Training:  
Joan Villett, Sue Wyness,  
Marilyn Thorpe

Newsletter: Corey Zylstra &  
Karen Nyland

Continuing Education:  
Bronwyn Brown, Donna Cole,  
Shannon Green, and  
Corey Zylstra

Phone Coordinator:  
Laureen Ryan

The Canadian Academy of Therapeutic Tutors

(Orton-Gillingham)

P.O. Box 34068 - 17790 #10 Hwy.

Surrey, B.C. V3S 8C4

(604) 261-3125