

Canadian Academy of Therapeutic Tutors (Orton-Gillingham)



CATT (O-G) News

Issue 15

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Message From the Board

The Canadian Academy of Therapeutic Tutors (Orton-Gillingham) can be extremely proud of another successful year. The board of directors have been pleased to follow the many initiatives underway that ensure continuous improvements and innovations to our membership programs, and of course, Orton-Gillingham training courses.

Since its official inception on February 5, 1997, CATT (O-G) has been a focal point for Orton-Gillingham training and professional development in Canada. Whether through the annual Member-to-Member Meetings, Professional Development Day, Spring Fling, CATT (O-G) newsletter publications or simple personal connection to other members, our members are the key beneficiaries and reason for CATT (O-G)'s existence. We cannot successfully teach skills to children and adults with language based learning disabilities without

Message From The Board

continued

competent, knowledgeable, Orton-Gillingham trained practitioners.

Our board committees are challenged by a variety of responsibilities and the contributions made by these groups are highly valued. We extend our deep appreciation to Surrey College, our half-time staff, Laureen Ryan, committee members, volunteers and fellow board members whose commitment and guidance are the keys to our success. Once again - "thank you"!



Sincerely,

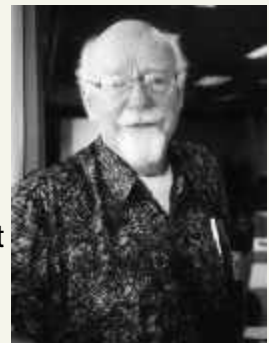
The CATT (O-G) Board of Directors

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

In Memory of Roger Saunders

It is with deep sadness that The International Dyslexia Association announced the passing of Roger E. Saunders.

Long-considered a pioneer and a giant in the field of dyslexia awareness, Saunders studied, tutored, diagnosed and taught generations of students in the fields of reading disorders and dyslexia. He was instrumental in establishing schools dedicated to reading disorders, including the Jemicy School and the Odyssey School in Baltimore and more recently, in 1997, the Rawson-Saunders School in Austin, Texas. His half-century of work in the field of dyslexia, including his association with June Orton, widow of Samuel T. Orton, while at the Wake Forest Medical School, is inestimable.



Serving as IDA's President from 1968 to 1974, Roger devoted almost a third of his time to its programs and its management. Roger remained active with IDA until his death, having achieved a perfect record for attending every Orton/IDA conference since the beginning.

In 1976, Roger received The Samuel T. Orton Award, the Association's highest honor. In 2004, Roger was honored with the Margaret Byrd Rawson Lifetime Achievement Award and was recognized by his close friends with a plaque on the Pioneer's Wall in the Sylvia O. Richardson Hall of Honor in the future home of the national office of IDA. In that same year, Roger bestowed a beautiful portrait of Dr. Samuel T. Orton to IDA which hangs in the entrance to the office. His concern and caring for the association never failed.

First Person

The following submission is the preface to a book of poetry titled, *Dogma*, written by Kent Brun when he was sixteen years old. Kent is now in second year at Simon Fraser University.

My Thoughts on Writing

I love to write. It is how I am able to non-violently express myself; not that I am an angry person by any means. I started to write short poems mainly because it came easily to me and it was enjoyable. Then I focused my aspirations on writing a story. A short one at first, but now this goal is growing into a novelette and probably one day it will evolve to novel size. The respected people I talk to always give me the same advice, "Good writers write lots, and read more." This statement makes sense to me. It is what pushed me to overcome the personal obstacles in my life and start reading.

I tried to read novels at first; however, due to my dyslexia, anything over about twenty pages of type was just too big (with notable exceptions). No matter how hard I tried, I would find ways to procrastinate and steer clear of the very threatening novels I had selected to read. Then I turned to short stories. I realized that I could soak up collected short stories from Leo Tolstoy and O'Henry with minimized difficulty. Now that I have built up somewhat of a tolerance, I am still not able to tackle intense readings, which is my eventual goal, but I am making progress and my writing is evolving because of my efforts.

This progression is due, in part, to my love of comic books and one day I aspire to write for comics. For me, there is no better format of story telling than the graphic novel. My work is highly inspired by that of the comic genre. I was drawn to these colourful classics as a

child with a learning disability and somehow feel extremely close to these literary marvels.

My writing "role model" and my favourite author is Frank Miller. Frank Miller is not exactly a household name, but in the comic book / graphic novel field nobody is respected more than this man. The graphic novel "Dark Night Return" is often considered one of the greatest stories and most important works in the entire history of the pop-culture phenomenon. The mood of this book is directly correlated to most of my poems and I try to capture its essence in my story. So I hope you enjoy reading my pieces as much as I did. (What, they are good works!)

In the eternal words of Stan Lee,

NUFF' SAID!

With hope,

Kent Brun.

Tutor to Tutor Reading Reflections

by Joan Jamieson

Eats, Shoots and Leaves by Lynne Truss.
I tutor adults only. For them to have rules for punctuation gives them an increased confidence in their writing. I was also a bit shaky on punctuation so welcomed this book.

Becoming a Master Student

What a great reference for helping students remember. Flashcard use, for homework, has escalated in my classes! A simple pictorial explanation explains how the brain works. It is very useful to motivate the students to work on repetition and homework.

A Closer Look at Our Board

Pamela Brun

After graduating from UBC with a B. Ed. and teaching in the Delta school district for a number of years, I found myself looking for a way to get back into teaching while raising my three children on the North Shore. One of my son's friends was dyslexic and had an Orton-Gillingham tutor (Marilyn Thorpe). I arranged a time when I could observe a tutoring session with Marilyn and immediately realized that this was the area for me!

In May of 1994, I took the Orton-Gillingham course taught by Lois Lyndsay. In those days O-G tutors were few on the North Shore (15 listed in 1995). I took over the job of organizing tutor 'idea-exchange' meetings about once every six weeks and scheduled a guest speaker every now and again. Happily, as a fresh outlook is always appreciated, Corey Zylstra eventually took over this position. As many parents were searching for tutors for their children, I became the North Shore contact person for tutor referrals, continuing this duty until the formation of our Canadian Academy.

In May of 1998 I became a member of the Canadian Academy of Therapeutic Tutors. I have presented at CATT Member-to-Member meetings and also have conducted a "Creative Tutoring" workshop in conjunction with Michele Henderson, at the Learning Difficulties Centre of Northern BC in Prince George. Along with this I have participated in many O-G Tutor Training courses, taught by both Lois and Corey, as a Trainer's Aide. In 2001, I became certified by CATT as a Tutor Supervisor and soon thereafter began evaluating tutors in order for them to receive their Tutor Associate Status.

Since the first time I was able to observe Marilyn teaching an O-G lesson, up until today, I have never doubted my career choice. Over many years, with numerous students there have been many heart warming and fulfilling moments. I believe that the Canadian Academy of Therapeutic Tutors with its Code of Ethics, criminal record searches and mandatory participation in on-going continuing education, gives its members professional credibility. For these reasons, I am honoured to serve as a Director of the Board.

CATT, O-G would like to congratulate and warmly welcome the following new members of the academy at the Tutor Associate-Interim level:



Fatima Calado	Kelley Ford
Lindsay Frank	Judi Howg
Christine Johnson	Karla Kaznowski
Johanna Laitinen	Vee Ledson
Marnie MacKenzie	Kathy Jo Mawhorter
Janice Meehan	Christina Moulds
Sharon O'Keefe	Marie Robson
Lynne Rummell	Amanda Stark
Sharmeen Tahir	Sandra Trionfi
Carmelina Won	Tawnya Wood

A Closer Look at Our Board

Sue Wyness

Marilyn Wardrop, Chair of CATT's Board of Directors, has said that every tutor has a story. I'm guessing she means that each of us has an emotional (as well as an intellectual) reason for becoming a therapeutic tutor. It's certainly true in my case.

When, back in the far distant past, I'd completed the Professional Development Program at S.F.U. and was casting about for a way to use my newly minted education, I knew only one thing for sure: the classroom was not the place for me, yet I wanted very much to teach in some capacity. I remember one fourth grade student in my final practicum classroom who sat baffled by the work on his desk. He was clearly a bright young fellow, but was unable to read or write at his grade level. I remember wanting to put all of the rest of the class on 'Pause' while I worked with him – which is not something one can do as a classroom teacher!

At that time, my younger brother, then only 9, was in therapeutic tutoring for remediation of his reading disability. His tutor, seeing me stalled and foundering, pushed her Gillingham manual towards me one day and said, "Read this. Maybe you could be a therapeutic tutor until you find out what you really want to do with your training."

That was in 1973. I read that manual. I took an extended week-end training course from Dr. and Mrs. Kline, Betty Drance, Anne Rushworth and others. As young and inexperienced as I was, I knew I had stumbled on an effective and emotionally sound way to help struggling readers.

Through my association with CATT, its leaders and members, I've refined and added to those early skills and become more convinced than ever that we're really on to a good thing here. Every time a tutoring student looks up from his work with the face of an excited and confident learner, I'm grateful to be a part of the process that has brought him to this point. I'm also honoured to sit on CATT's Board and to help, if I can, with valuable and encouraging professional development and accountability to all practitioners in our field.

CATT, O-G would like to congratulate the following Therapeutic Tutors who have successfully completed evaluations and have been granted membership at the Tutor Associate level:

Ashlie Arbour-Polley
Eleanor Faulkner
Sybil Hotz
Herta Klassen
Adriana Magistrale
Maria Melo
Wendy Wray

Elaine Durau
Kimberly Harburn
Marlee Johnson
Mary Lou Ralston
Glenda Matthews
Diane Woloshyn



SUGGESTED BOOKS FOR OUR STUDENTS

by Allyn Rodden

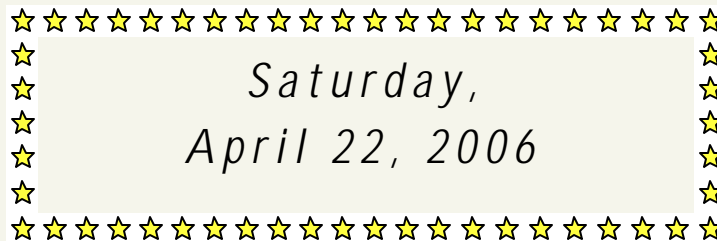
A fellow tutor recently asked me what readers I use with my students. I replied that I use the Wilson Reading System Readers for the structured reading. However, I always end my lessons with at least five minutes of reading for pleasure. Here are three books that I recommend for this pleasure portion for use with our typical students.

Ride to the Top (Tony Hawk and Andy Macdonald) – by Alice Dietrich - - Grosset & Dunlop. This is a Station Stop 3 book. Great for young skateboarders and full of skateboarding terms and photos. The text is well spaced out. I extend the reading into writing about skateboarding. *Appropriate for Grades 4 through 9. Cost is about \$6.00*

Surfers of Snow by Kim Askew -Fitzhenry & Whiteside. This is a entertaining junior novel about snowboarding by a Canadian author. The book's main character is a keen snowboarder like many of our students. *Price was under \$10. Appropriate to Grades 7 through 10.*

This Land - A Cross-Country Anthology of Canadian Fiction for Young Readers collected by Kit Pearson. Puffin Books. This is a great collection with the stories listed by province. I allow the students to choose which province they want to read about. The students then write about what they have read. *Appropriate for students from Grade 7 and up. About \$18.00*

~ Spring Fling, 2006 ~



Saturday,
April 22, 2006



Presenting the very dynamic **Gary Anaka**

**Your Magical Brain:
How it Learns Best - Part II**

More Memory Made Fun

Cost: Members \$55.00 (Lunch Included)
Non-Members: \$90.00 (Lunch Included)

Location:

Surrey Conference Centre
9260 – 140 Street
Surrey, B.C.

For Information Call: 604-
261-3125 or visit:
www.ogtutors.com

Calendar of Events

The Ontario Branch of The International Dyslexia Association will present their 2nd Annual Conference on Dyslexia & Related Learning Disabilities entitled Dyslexia Demystified on Friday, May 12th & Saturday, May 13th 2006 in Toronto, Ontario. To register or for more information visit their website: www.idaontario.com


The Tenth Annual Brian Ayers Memorial Art Exhibition is a juried art exhibition seeking entries from talented artists with learning disabilities, ages 10-19. See www.LDArt.org for an Entry Form. Entry deadline is May 8, 2006.

International AD/HD Expert Dr. Edward Hallowell headlines the 2006 Nova Scotia Provincial Conference on Learning Disabilities on May 12th and 13th, 2006. Dr. Hallowell will keynote with a day-long address on Changing Behaviour - Addressing Children's Emotional and Cognitive Health. Experts on Reading Disabilities, NLD, Mathematics Education and Fostering Success Attributes are also featured. Contact: Susan Clarke - (902) 423-2850 or visit www.ldans.nsnnet.org for details.

The Literacy Awards were established by Canada Post in 1993 as a means to celebrate the achievements of both adult learners and those who have helped them learn to read and write. By publicly acknowledg-

ing these efforts, the Literacy Awards continue today to inspire thousands of Canadians to improve their reading and writing skills and to reach their personal literacy goals. Nominations for the 2006 awards are currently being accepted in the categories of Individual Achievement, Educator, Community Leadership, and Business Leadership and must be received no later than midnight EDT, Friday, May 26th, 2006. Visit: www.canadapost.ca/personal/corporate/about/community/literacy/literacy_awards/

The IDA 57th Annual Conference will be held November 8-11, 2006 in Indianapolis, Indiana. 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 for details.

 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 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 O-G Tutors to network, share ideas and ask questions. Visit www.ogtutors.com/events.php for details and contact information.

C A T T E v e n t	D a t e
Spring Fling featuring Gary Anaka	April 22, 2006
O-G Tutor's Community Meetings	<i>ongoing</i>

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