

Orton –Gillingham Terminology:

Orton-Gillingham approach - Careful pacing, structured but not programmed procedures, and a sequential presentation combine reading, writing, and spelling to help the student succeed.

Multisensory - The four learning channels: visual, auditory, kinesthetic (muscle memory), and tactile are used to reinforce learning in the brain.

Phonogram- The term used by Orton-Gillingham tutors/teachers to refer to the written symbols of our sounds. For example: oa, ph, f, ai, ee, etc. There are 128 phonograms that the students learn to read and spell. These written symbols will also be associated with concepts that involve syllables, digraphs/teams (th, ee), diphthongs (oi, ow), and schwa sounds (Alaska, compliment). There are many multiple spelling and reading choices, i.e. oi versus oy; ea/eat versus ea/bread.

Questions to Ask When Interviewing a Tutor

What credentials do you have? - Canadian Academy of Therapeutic Tutors (O-G) membership; training certificate; post-secondary education, on-going education.

Can you give me three references relating to your tutoring?

Is your trainer a qualified Canadian Academy of Therapeutic Tutors (O-G) Tutor Trainer?

Do you have a mentor?

How do you motivate a student with?

What positive reinforcement techniques do you use?

What is the shape of an hour's lesson?

What materials will you and my child use?

Business questions: Contract? Fees? Progress Reports? Trial Period? Extra Costs? Illness? Confidentiality?

What results can be seen? Usually, self-esteem and self-confidence rise before the student's learning skills improve. Also, the student begins to settle more easily in his learning environment with the tutor's support and trust.

In-School Tutoring

There are distinct advantages of in-school tutoring. Tutoring taking place during regular school hours when students are more alert will be more effective. This is especially good for young students, who are tired after a long day. In addition, both young and older students will be able to take part in after-school activities.

In-school tutoring is arranged with the principal by the parents, with the tutor's available time in place.

Recommended Reading for Parents

IDA Emeritus Series- www.interdys.org

Stories of Hope; Howard Eaton and Leslie Coull

Overcoming Dyslexia; Shaywitz, Sally M.D. Random House

Vail Priscilla, L.; any titles by her.

My Name is Brain/Brian; Betancourt, Jeanne, Scholastic Press

Parenting the Struggling Reader; Hall, Cook-Moats, Broadway Books

"If a therapeutic Orton-Gillingham tutor works a minimum of three hours per week over a long period of time, a dyslexic will succeed. The progress made is very exciting not only to the individual but also to parents, friends, and teachers."