

AACS Summer Training Opportunity

Orton-Gillingham in the Classroom: A Multisensory Approach

July 8–July 11, 2019

*Instructing and empowering tutors and general classroom educators
in the fundamentals of Multisensory Instruction and the Orton-Gillingham
approach for use with all students in classroom and tutorial settings.*

This thirty-hour, intensive course is designed to provide the basic knowledge and skills needed for structured, multisensory reading and spelling instruction vital to dyslexic students and beneficial to all learners in the general classroom setting. It is specifically designed for AACS member school teachers who desire an understanding of dyslexia and how to use multisensory language techniques and principles for use in the general classroom and small groups.

Trainees will receive training manual, manipulatives, and resource books. Attendees will receive a certificate of Coursework Completion for Classroom Educator/Multisensory Literacy Instruction. Attendees may apply for an Academy of Orton-Gillingham Classroom Educator credential by completing a fifty-hour supervised practicum after completing the thirty-hour course and a ten-hour online subscriber level course. Those wishing to pursue the Classroom Educator credential must indicate so with their course registration. The cost of the online subscriber course is \$49 and is paid to Orton-Gillingham.

Instructor: Cheryl Eller, Fellow—Academy of Orton-Gillingham Practitioners and Educators

Facilitator: Cindy Hall, Director—Dyslexia Center at Lindsay Lane Christian Academy

Dates: July 8–July 11, 2019

Schedule:	Monday	8:00 a.m.–4:30 p.m.
	Tuesday	8:00 a.m.–4:30 p.m.
	Wednesday	8:00 a.m.–4:30 p.m.
	Thursday	8:00 a.m.–4:30 p.m.

Location: Bob Jones University, Greenville, SC

Cost

\$980—training, Campus View Apartment housing (shared room), and meals

\$700—training only

\$49—additional online subscriber course (paid to Orton-Gillingham)

Non-refundable deposit of \$100 due with registration. Balance is due May 15, 2019. All payments are made to AACS. Fees include books, training, manual, manipulatives, and supplies. The \$980 cost is inclusive of training, housing Sunday night through Wednesday night, and meals at the BJU Dining Common for Monday breakfast through Thursday lunch. For those staying off campus, the \$700 training cost includes training and resources. For those staying off campus, meals at the Dining Common may be purchased as needed. (Breakfast \$8.35, Lunch/Dinner \$10.15)

Dress

We expect business-casual dress for AACCS summer events. Men—slacks and collared shirts. Ladies—knee length skirts or dresses or slacks (no jeans please).

Housing

Housing will be provided in the Campus View Apartments, just across the street from the main BJU campus entrance. CVA rooms have a mix of single, double, and queen beds. Rooms will be shared and will be assigned by AACCS staff.

For additional information about the training or credentials, contact Cindy Hall at llca.cindy@lindsaylane.org.

For additional information about registration or housing, contact Jessica Baughman at jbaughman@aaccs.org.

Class size is limited to thirty, so don't delay!

Orton-Gillingham in the Classroom

AACS Summer Training Opportunity, July 8–11, 2019

Enduring Understanding: *All students will benefit from explicit and direct instruction in language, including reading, writing, spelling, comprehension, vocabulary, and oral expression.*

Course Objective: *To instruct and empower tutors and general classroom educators in the fundamentals of Multisensory Instruction and the Orton-Gillingham approach for use with all students in classroom and tutorial settings.*

Topics to be covered in training include:

The Orton-Gillingham Story
The Definition and Characteristics of Dyslexia
How the Brain Reads and Processes Language
Recognizing Normal Language Development
The Nature and Needs of the Student with Dyslexia
The Big Five: The Foundations of Reading and Language
The Structure of Language
MSLE and the Orton Approach
Phonemic Awareness: Instruction and Activities

Level One Skills: Part One and Activities

- Vowels and Consonants/breve and macron
- Syllables—Closed Syllables, Combining Closed Syllables
- Initial and Final blends
- Consonant Digraphs (*sh, ch, wh, th, -ng*)
- *-ng, -nk* as a vowel changes

Level One Skills: Part Two and Activities

- Short Vowel Flags—Spelling Patterns (*floss, -ck, -tch, -dge*)
- Soft *c* and *g*
- Silent *e* Syllable, Open Syllable, and Combining Syllables
- Syllable Division: VC-CV, V-CV, VC-V

Non-Decodable/Non-Phonetic and High Frequency Words: Definition/Scope and Sequence/Strategies for Instruction/SOS

The MSLE Lesson & A Suggested Sequence

Level Two Skills: Part Two—Vowels

- Long Vowel Teams—Multiple Spellings
- Vowel Diphthongs
- VV Syllables
- Schwa & Accent

The Four Basic Parts of Speech

- Review of Nouns, Verbs, Adjectives, and Adverbs
- Strategies and Instructional Information for teaching
- Applying basic parts of speech to develop decoding, spelling, and comprehension skills

Introduction to Morphology

- Basic Prefixes and Suffixes
- Base Words and Root Words
- Expanding skills using morphology
- Final Stable Syllable or Suffix

Spelling Rules and Generalizations

- Review *floss* and Short Vowel Flags
- Doubling Rule
- Drop *e*/Keep *e* Rule
- Changing Rule (*y* to *i*)

Assessment Tools for Language Based Learning Challenges

The MSLE Lesson Components/Write a Group Lesson Plan

- Warm Up: Priming the Pump
- Auditory and Visual Drills
- Sound Blending and Sound Tapping

Review & Reinforcement:

- Choosing Good Words and Phrases
- Effectively Working Words and Phrases
- Spelling of words, phrases, and sentences

Introduction of New Information

- Direct Instruction or Discovery
- New Info Sheets
- Incorporating new info into future lessons

Oral Reading

- Controlled vs. non-controlled
- Making the best of required basal or series readers
- Short articles or passages
- Quick tools for teaching comprehension and fluency in oral reading time

Diagnostic Techniques for a MSLE lesson

- Error Analysis

Reading Comprehension, Fluency and Vocabulary

Instruction: Models, Strategies, and Applications

The Kinesthetic Output: Handwriting

ADHD and Executive Functioning: How Does This Affect our Students

Assistive Technology

2019 Orton-Gillingham Summer Training Registration Form

AACS Office Use Only

Date Recd _____

Check # _____

Amount Recd _____

Participant Name _____ Date _____

Address _____

City _____ State _____ Zip _____

E-mail Address _____ Cell Phone Number _____

School Information

School Name _____

Address _____

City _____ State _____ Zip _____

E-mail Address _____ Phone Number _____

Person Responsible for Payment (if not participant or school)

Name _____

Address _____

City _____ State _____ Zip _____

E-mail Address _____ Phone Number _____

Check the appropriate box and give the requested information.

- Training, housing, meals, and resources - \$980
- Training and resources only - \$700
- Add online subscriber course - \$49 (paid to Orton-Gillingham when registering for online course)

If possible, I would like to room with: _____

Non-refundable deposit of \$100 must accompany this form. Balance is due May 15, 2019. All payments are made to AACS. Send your registration and deposit to AACS National Office.

Mail to: AACS National Office, 6170 Shallowford Road, Suite 103, Chattanooga, TN 37421

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