

Orton-Gillingham Plus Training for Students with Dyslexia

Inservice Points 30

Component No. 2-013-012

General Objective

Explore the learning challenges experienced by students with dyslexia and other reading disorders. Examine methods for making reading instruction and intervention explicit, systematic, sequential, and multi-sensory.

Specific Objectives

- Gain knowledge of the Science of Reading and Structured Literacy.
- Gain knowledge about students with reading difficulties such as dyslexia.
- Understand how EL students can best learn English.
- Identify and administer various types of assessments.
- Implement and create structured literacy lessons.
- Identify characteristics of readers with dyslexia and other reading disorders.
- Recognize the effect instruction has on brain development.
- Understand the importance of early detection of reading difficulties.
- Recognize the significance of phonological awareness in learning to read.
- Identify elements of explicit, systematic, and multi-sensory instruction.
- Identify difficulties associated with word recognition.
- Identify difficulties associated with comprehension.
- Recognize universal screeners, diagnostic, and progress monitoring assessments.

Activities

1. Online lecture
2. Daily quizzes
3. Videos and professional articles
4. In-person training
5. Partner work

Evaluation

1. Participant must successfully demonstrate increased competence by passing multiple choice exams with at least 80% accuracy.

*The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. It is most properly understood and practiced as an approach, not a method, program, or system. In the hands of a well-trained and experienced instructor, it is a powerful tool of exceptional breadth, depth, and flexibility.