

Chapter 1 : The Gillingham Manual - Extraordinary Expectations

The Gillingham Manual Remedial Training for Students with Specific Disability in Reading, Spelling, and Penmanship
Anna Gillingham and Bessie W. Stillman.

Competing approaches Origins Samuel Orton was an American neuro-psychiatrist and pathologist who initially studied adults with brain damage but went on to study children with reading disabilities. He made the startling discovery that children being referred to him as retarded because of their struggle with reading had normal or even above average IQ scores. As early as the s, Orton helped pioneer the concept of "multisensory" teaching which integrates kinesthetic movement , tactile touch , visual and auditory learning into the reading process. For example, having students write in the air or trace oversize letters, while simultaneously saying the names and sounds of the letters. Orton theorized correctly that by integrating right and left brain functions, reading ability would improve. Luckily for Orton he later began working with the very talented teacher and psychologist Anna Gillingham who brought his educational ideas to life by developing a detailed multisensory reading program for students. Based on her knowledge of language structure, Gillingham literally wrote the Orton Gillingham manual which included the systematic and explicit teaching of sounds phonemes , prefixes, suffixes and roots morphemes and common spelling rules. Entitled Remedial Training for Children with Specific Disability in Reading, Spelling and Penmanship, the first Orton Gillingham manual was published in and is still regularly updated and re-published today. Seeing similarities between behaviours he observed in brain injured adults and the brain healthy young children such as being ambidextrous , Orton suspected that the reading problems were not only neurological in origin, but were a result of a failure of the left side of the brain to dominate over the right in the process of reading. He would later be proven correct on both points!

Personalized Recognizes the individual needs of learners. While dyslexic students share similarities, there are always differences between students. Dyslexics students often have additional problems that complicate learning such as attention deficit hyperactivity disorder ADHD or dysgraphia. Multisensory Uses all the learning strands: For example, letters can be written in the air while the sound is said aloud. Even math can be multisensory! This information is used to plan the next lesson. Direct Instruction Lesson content includes explaining to students what is to be learned, why it is to be learned, and how it is to be learned. The largest chain of reading tutoring centers in the world uses the Orton Gillingham approach. See our page on the Scottish Rite. The principle teaches that words are made up of individual speech sounds, and the letters of written words graphically represent those speech sounds. Applied Linguistics Formally teaches syllabic, morphemic, syntactic, semantic, and grammatical structures of language and writing. Involves the student in integrative practices that involve reading, spelling, and writing together. Linguistic Competence Stresses language patterns that determine word order and sentence structure and the meaning of words and phrases. Also examines common patterns and literary forms employed by writers. Systematic and Structured Information is presented in an ordered way that indicates the relationship between the material currently being taught and material previously taught. Ok, but show me the proof What does research have to say about OG? Is it better than other reading systems? Truth is that there is not a lot of empirical research on the effectiveness of specific reading programs, but what does exist has found superior results for OG and multi-sensory systems generally: A PhD study on the effectiveness of an OG system for high school students. Sequential, Incremental, and Cumulative Learners move from the simple, well-learned material to the more complex, only after mastering each step along the way. Continuous Feedback and Positive Reinforcement A close teacher-student relationship that builds self-confidence based on success and mastery. Cognitive Students understand the what why and how of the learning process. Confidence is gained as they improve their ability to apply new knowledge about the learning process itself. Emotionally Sound Teaching is directed toward providing the success. With mastery comes increased self-confidence and motivation. Phonological awareness Difficulty with phonemes is at the heart of dyslexia and so not surprisingly, the teaching of the specific sounds of language and the ability to parse or segment words into their constituent sounds is an integral part of the OG curriculum. Teaching phonological awareness does not have to involve text, just the voice and the ear.

The student should be able to distinguish and reproduce the fundamental sounds of the language. Sound-Symbol Association Students must learn to associate the sounds with the letters graphemes that represent them. This is a two way street, wherein students have to be able to read the letter and make the sound and hear the sound and then draw the letter. Naturally, this skill is then extended into two letter blends, digraphs and then longer blends and syllables. It is shockingly common for weak readers to slog through text only to arrive at the end and have no idea what they just read. Syllables Instruction must include the teaching of basic syllables and syllable division rules. Types of syllables include closed, vowel-consonant-e, open, consonant-le, r-controlled and diphthongs. Morphology The study of root words, prefixes and suffixes with an aim to to understand how words can be built up and manipulated to change their meaning. The Academy of Orton Gillingham In the Academy of Orton Gillingham Practitioners and Educators was established in Amenia, New York to to certify teachers and to accredit training programs that meet instructional standards consistent with the Orton Gillingham method and content described above. The Academy traces its origins to discussions in at the Orton Dyslexia Society later to become the International Dyslexia Association about how to better to serve persons with dyslexia, fellow professionals, and the public interest. Accredited Schools At present April, there are only thirteen schools in the United States that sport accredited Orton Gillingham training programs for their teachers. For a fee, schools may also offer training to teachers from outside the school.

Chapter 2 : Orton-Gillingham - Wikipedia

The Orton-Gillingham language program has long been used to instruct children and adults with dyslexia and other learning difficulties. Using visual, auditory, and kinesthetic associations, this phonetics-based guide covers reading and spelling, dictionary use, vowels, consonants, digraphs, diphthongs, word structure, handwriting, and more.

Parents of children with dyslexia will also find this book to be a most valuable resource in their family library! Anna Gillingham and Bessie W. The authors include a plethora of tips for teaching and bulleted lists including characteristics of dyslexia in the area of reading, spelling, and written expression; lesson layouts; teaching order of phonetic elements; and spelling rules. This book used in partnership with the Orton method has a well laid out approach of teaching the language arts skills as a cohesive whole while teaching students to be critical and systematic thinkers about their reading, spelling, and written expression. In chapter one, Gillingham and Stillman present a basic history of written language which can be read directly to students to aid in the understand of the origins of our phonetic language. Chapter two outlines instruction in reading and spelling. Words that do not follow the phonetic rules laid out in chapter one and thus should be taught for reading purposes only are found in chapter three. Chapter five explains the sound symbols found in common dictionaries. Teaching written expression is discussed in chapter six, and chapter seven includes spelling rules and patterns. Helpful handwriting techniques and tips are listed in chapter nine. Chapter seven challenged me to think through the rules and reasons for spelling patterns in our language and to apply that thinking to new words. This chapter also helped me to see the importance of understanding syllable patterns and divisions and how the placement of a phoneme within a syllable influences the sound of that phoneme. The clearly laid-out teaching tips and techniques are easy to follow as a lesson plan. Introduction to each spelling rule is explained, and a list of example words are given for classroom use. Exceptions to the rules are explained according to the origin of word or how previous spelling rules negate the current rule being used. Following this thorough discussion is a list of activities and charts to use with students to help them organize the concepts they have learned. The underlying focus of the spelling lessons is the association between the visual, kinesthetic, and auditory senses in learning to spell. S Simulatneous Oral Spelling spelling program best represents these associations and will be used as soon as possible in my classroom. S involves the following steps: The end result of this spelling system is a student who is learning to think about his spelling. We have a phonetic language that has many interesting elements of language as we have added words from other languages. When these students encounter subject-specific words in their jobs and experiences, they will experience success and joy in being life-long learners.

Chapter 3 : Orton Gillingham

The Gillingham Manual is the backbone of this approach. Based on the extensive research of neurologist Dr. Samuel Orton and teacher Anna Gillingham, the Orton-Gillingham approach uses visual, auditory, and kinesthetic associations to help students learn sound-symbol relationships.

When I developed All About Spelling , I combined the key features of the Orton-Gillingham approach with the latest research and proven spelling rules. Orton-Gillingham is a powerful approach to teaching reading and spelling that uses instruction that is multisensory, sequential, incremental, cumulative, individualized, phonics-based, and explicit. Though often touted primarily as an instructional method for children with dyslexia and other learning challenges, the Orton-Gillingham approach helps make spelling easy for all children. The Orton-Gillingham approach helps take the mystery out of spelling by focusing on why words are spelled the way they are. Though the English language contains just 26 letters, these letters combine to create 44 speech sounds, and there are over ways to spell those sounds. But the Orton-Gillingham approach condenses the spelling of these sounds into phonograms and demystifies spelling by teaching students to apply rules and generalizations that help make what was once difficult much easier! Who were Orton and Gillingham? Orton was a pioneer in the study and understanding of dyslexia. He studied numerous children with language processing issues and eventually developed teaching principles designed to help these children learn language more effectively. The first Orton-Gillingham manual was published in What are the key features and benefits of the Orton-Gillingham approach? Multisensory This feature focuses on the idea that children learn through three major pathways to the brain—visual, auditory, and kinesthetic. When used correctly, the Orton-Gillingham approach can help children with ALL learning styles learn to read and spell. Sequential Lessons are always presented in a logical , well-planned sequence. When instruction is sequential, children are able to make easy connections between what they already know and what they are currently learning. The Orton-Gillingham approach makes learning a rewarding experience. Incremental With incremental instruction, each lesson carefully builds upon the previous lesson, ensuring that there are no gaps. This helps your child move from simple concepts to more complex ones, smoothly and naturally. With an Orton-Gillingham approach, even students who have experienced failure with other programs can learn to read and spell. Cumulative The most important component of cumulative learning is constant and consistent review of previously taught skills, and this is one of the cornerstones of the Orton-Gillingham approach. When review is integrated into every lesson, what a child learns stays learned. Individualized Because everyone learns differently, the Orton-Gillingham approach is always concerned with the needs of the individual. Consequently, this approach works for ALL ages—beginning readers, intermediate students, teens, and adults. Based on Phonograms One of the priorities of the Orton-Gillingham approach is to simplify the English language by focusing on why words are spelled the way they are. People with reading disorders like dyslexia can actually overcome the language processing issues associated with these disorders. Explicit In an Orton-Gillingham spelling program, students are taught exactly what they need to know in a clear and straightforward manner. Children taught with this direct instructional approach gain skill and confidence. All About Spelling makes it easy to use the Orton-Gillingham approach to teach spelling. Did you enjoy this post? Be sure to read the whole series to learn how.

Chapter 4 : The Gillingham Manual, Eighth Edition | eBay

The Gillingham Manual is the backbone of this approach. The Orton-Gillingham approach is extremely flexible and can be used with individuals or small groups. In this multisensory phonics technique students first learn the sounds of letters, and then build these letter-sounds into words.

As early as the 1920s, he had extensively studied children with the kind of language processing difficulties now commonly associated with dyslexia and had formulated a set of teaching principles and practices for such children. Orton, she trained teachers and compiled and published instructional materials. Features of the Approach[edit] Language-based: The Orton-Gillingham approach is based on a technique of studying and teaching language, understanding the nature of human language, the mechanisms involved in learning, and the language-learning processes in individuals. Orton-Gillingham teaching sessions are action-oriented and involve constant interaction between the teacher and the student and the simultaneous use of multiple sensory input channels reinforcing each other for optimal learning. Using auditory, visual, and kinesthetic elements, all language skills taught are reinforced by having the student listen, speak, read and write. For example, a dyslexic learner is taught to see the letter A, say its name and sound and write it in the air – all at the same time. The approach requires intense instruction with ample practice. The use of multiple input channels is thought to enhance memory storage and retrieval by providing multiple "triggers" for memory. The Orton-Gillingham teacher introduces the elements of the language systematically. Sound-symbol associations along with linguistic rules and generalizations are introduced in a linguistically logical, understandable order. Students begin by reading and writing sounds in isolation. Then they blend the sounds into syllables and words. Students learn the elements of language – consonants, vowels, digraphs , blends, and diphthongs – in an orderly fashion. They then proceed to advanced structural elements such as syllable types, roots, and affixes. As students learn new material, they continue to review old material to the level of automaticity. The teacher addresses vocabulary, sentence structure, composition, and reading comprehension in a similar structured, sequential, and cumulative manner. Students learn about the history of the English language and study the many generalizations and rules that govern its structure. They also learn how best they can learn and apply the language knowledge necessary for achieving reading and writing competencies. Orton-Gillingham teaching is diagnostic and prescriptive in nature. Teachers try to ensure the learner is not simply recognising a pattern and applying it without understanding. When confusion of a previously taught rule is discovered, it is re-taught from the beginning. Thus there was no direct research evidence to determine its effectiveness, although there are a variety of studies of derivative methods that incorporate aspects of Orton-Gillingham in combination with other techniques. Despite these conclusions, the article does provide a detailed overview of the available research, which viewed most favorably would show some evidence of benefit from classroom use of OG methods with first graders, and use in special education or resource room settings with older children with learning disabilities.

Chapter 5 : The Gillingham Manual: by Tiffany Palaniuk on Prezi

*The Gillingham Manual: Remedial Training for Students With Specific Disability in Reading, Spelling, and Penmanship [Anna Gillingham, Bessie W. Stillman] on racedaydvl.com *FREE* shipping on qualifying offers.*

The Orton Gillingham method uses multisensory teaching to teach reading to kids with dyslexia. Multisensory instruction is a specific way of teaching children with learning disabilities, and particularly for overcoming dyslexia. The Orton Gillingham method was created through the joint efforts of Samuel T. Orton and Anna Gillingham. Specifically, Orton-Gillingham reading programs incorporate specific, sequential, direct, multisensory instruction. For children with dyslexia, this means they are taught every sound phoneme and the representative letter combinations that represent the sound, one at a time, in a specific order, in a small group, using multi-sensory teaching methods. When looking at reading, writing, or spelling programs for your child, you will find there is a wide variety of programs based upon the Orton Gillingham method of instruction. When thinking about the differences in Orton Gillingham programs, think of the Orton Gillingham methods as a set of multi-sensory activities. Each program that is based on Orton Gillingham methods is one type of program that fits within the set. Each program may or may not include instruction using all of the learning styles. Some programs based on the Orton Gillingham method use picture cards for queues to help the child recall letters, but for some children this may be an extra step in their recall of the associated sound. Most programs also have differences in the order that phonemes are presented too, and no specific order is better than another. The types of materials used and order of instruction are the most common variations between various programs based on Orton Gillingham methods. Decoding is taking the printed word, looking at it, and determining what sound you should say. Encoding is spelling and decoding is reading. These programs primarily teach spelling and generally reading skills come along with it. I found teaching decoding reading did not successfully bring about proper spelling. This would mean calling out the sounds dictating and having the child write down the letters; AND using flash cards to show the child the written phonemes and letting them call out the represented sound. For a complete program, you can get the book and the corresponding drill cards. For training opportunities, you might consider these resources: The Orton-Gillingham method is a proven method for teaching kids with dyslexia how to read. The Orton Gillingham method is commonly used with children who have dyslexia. Based on extensive research about the learning styles of children with specific language disabilities, this Orton Gillingham method uses visual, auditory, and kinesthetic associations to help students learn sound-symbol relationships. The Gillingham manual is the definitive guide to using the Orton-Gillingham method. The Orton Gillingham manual covers reading and spelling, learning sound symbols letters and letter combinations, spelling patterns, handwriting, and dictionary usage. Within the Orton Gillingham method, these skills are addressed:

Chapter 6 : Spelling Can Be Easy When It's Orton-Gillingham Approach

The Gillingham manual by Anna Gillingham, , Educators Pub. Service edition, in English - 8th ed., rev.

Chapter 7 : Orton Gillingham Method for Overcoming Dyslexia

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Chapter 8 : [PDF/ePub Download] the gillingham manual eBook

Think Spelling! Anna Gillingham and Bessie W. Stillman compiled a textbook/teaching manual, The Gillingham Manual, for teachers remediating issues in reading, spelling, and written expression.

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