

SR2 Modernizing Orton Gillingham Methodologies

Chair: Timothy N. Odegard, Ph.D., CALP

This symposium presents a line of research investigating the modernization of traditional Orton-Gillingham approaches. The first question is the necessity of mastery-based learning for children with dyslexia. Second, is the role of directly teaching a reading concept and the value added by providing opportunities for distributed practice. Third, is the nature and needs of treatment resisters. Finally, the value added by directly teaching comprehension to children with dyslexia is discussed.

Overview

This symposium opens with a brief review of some of the historic learning principles believed to be necessary for children with dyslexia in the Orton-Gillingham tradition.

Modifying an OG Approach Toward Proficiency and the Addition of Structured Reading Comprehension

Jeremiah Ring, Ph.D.

Systematic changes to shift away from a mastery-based approach to teaching word recognition to children with dyslexia are discussed. Take Flight is a proficiency-based program that provides opportunities for students to practice reading concepts directly taught as part of the intervention in different situations distributed across two academic years. Results indicate that using this proficiency-based program did not diminish the impact of intervention. The value of directly teaching comprehension is also shown.

Measuring the Role of Direct Instruction and Distributed Practice on Remediating Word Reading

Emily Farris, Ph.D.

A multilevel analysis investigating the role of directly teaching vowel patterns versus providing distributed practice is presented and reveals that directly teaching vowels within closed syllable types and vowels within vowel consonant-e syllable types normalized reading accuracy in children with dyslexia. In contrast, additional distributed practice was required to normalize reading accuracy for vowel digraphs and r-controlled vowel patterns.

RESEARCH COLLOQUIA

Saturday, October 27, 2018 · 10:45 a.m. - 1:45 p.m.



Treatment Resisters: Measuring Word- and Child-Level Characteristics of Poor Response

Anna Middleton, Ph.D., CALT

A crucial step in advancing the field is to address the nature of treatment resistance and identify what differentially characterizes those who demonstrate the transfer of decoding skills to word reading (responders) from those who do not (resisters). A nuanced gap analysis to characterize treatment resisters is presented by evaluating performance on both a curriculum-linked probe and a standardized, norm-referenced reading assessment before and after treatment at the item level.

Ramifications and Next Steps

Timothy Odegard, Ph.D., CALP

The symposium wraps up with a discussion highlighting the implications of the modernizing methods for addressing the needs of children with dyslexia and next steps.

Track: Research

Level: Beginner, Intermediate, Advanced

Clock Hours: 2.75

ASHA CEUs: 0.275

Disclosure Statement: Tim Odegard, Emily Farris, and Anna Middleton have no relevant financial or nonfinancial relationships to disclose. Jerry Ring is employed by the not for profit publisher of the program used to address the research questions in this session. No nonfinancial relationship exist.