

Orton-Gillingham

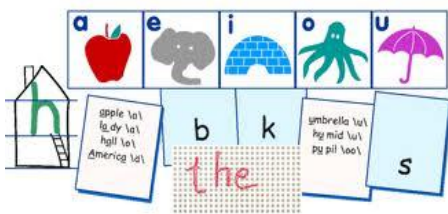
Specialized Educational Services, Inc. is using the Orton-Gillingham program to address phonics deficits and strengthen phonemic awareness for students at the following High Road Schools:

High Road Student Learning Center
(Lower-Intermediate/Upper)

High Road School of Wallingford
(Primary-Middle/High School)

High Road School of Norwalk
(Norwalk/Waterbury)

High Road School of Wallingford Hartford Campus



The Orton-Gillingham approach to reading, which was developed by Dr. Samuel Orton and Anna Gillingham, has been in use since the 1930's. This sequential phonics-based system utilizes visual, auditory, and kinesthetic learning modalities to teach reading either one-on-one or in small groups.

Features of Orton-Gillingham Techniques:

Language Based

The approach is based on understanding the nature of human language and on the language-learning process.

Multisensory

The teaching sessions utilize auditory, visual, and kinesthetic elements to strengthen phonemic awareness. For example, a student is taught to see a letter, say its name, and simultaneously write it in the air.

Structured, Sequential, and Cumulative

Elements of language are introduced in a logical order. As students learn new material, they continue to review old material so that they can learn in a cumulative manner.

Flexible

Orton-Gillingham teaching is diagnostic and individualized. If a student is unsure about a concept, it is re-taught from the beginning.



Specialized Educational Services, Inc. is using Peer Assisted Learning Strategies to develop reading fluency and strengthen reading comprehension across the content areas for students at the following High Road Schools:

High Road Student Learning Center
(Lower-Intermediate/Upper)

High Road School of Norwalk
(Norwalk/Waterbury)

High Road School of Wallingford
(Primary-Middle/High School)

High Road School of Wallingford Hartford Campus

What is it?

Peer Assisted Learning Strategies is a peer tutoring program, developed at Vanderbilt University, designed to help teachers accommodate diverse learners and to promote academic success.

How is it implemented?

Teachers at High Road Schools implemented the program 2-4 times each week for thirty minutes and these methods are then incorporated into the existing reading curriculum. After identifying which children require help, teachers pair these students with other students who are able to help them learn reading skills. Since the pairs are changed often and students take turns in the role of "coach", all students are involved in the process and feel motivated to teach and learn. During the partnered reading and retelling sessions, the students work on reading and language comprehension skills, such as generating main idea statements and making predictions. This can also improve reading comprehension in other content areas.

What are the results?

PALS was found to improve fluency and comprehension skills by up to 19 percentile points in a recent WWC study.

<http://kc.vanderbilt.edu/pals/>

**Peer Assisted Learning
Strategies**

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