

orton gillingham intervention

orton gillingham intervention is a highly structured, multisensory approach designed to help individuals with dyslexia and other reading difficulties improve their literacy skills. Developed in the early 20th century, this intervention focuses on teaching the connections between sounds and letters in a systematic and explicit way. The method integrates visual, auditory, and kinesthetic learning to reinforce language concepts, making it effective for learners who struggle with traditional reading instruction. This article explores the foundations of the Orton Gillingham intervention, its key components, benefits, implementation strategies, and its role in supporting students with reading challenges. Understanding this intervention is essential for educators, specialists, and parents seeking evidence-based solutions for literacy development.

- Understanding Orton Gillingham Intervention
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Understanding Orton Gillingham Intervention

The Orton Gillingham intervention is a specialized instructional method developed to assist individuals with dyslexia and other language-based learning disabilities. Rooted in neuroscience and educational psychology, it emphasizes the explicit teaching of phonics and language structure. The approach was initially created by Dr. Samuel Orton, a neuropsychiatrist, and Anna Gillingham, an educator and psychologist, in the 1930s. Their collaboration produced a method that is sequential, cumulative, and structured to address the unique challenges faced by struggling readers. The intervention is characterized by its multisensory delivery, which engages visual, auditory, and tactile pathways to strengthen neural connections essential for reading and spelling.

Historical Background

The origins of the Orton Gillingham intervention trace back to the early 20th century when Dr. Samuel Orton studied children with reading difficulties. He recognized that these students benefited from instruction that integrated multiple senses and was systematically organized. Anna Gillingham further

developed the instructional materials and training programs, creating a comprehensive framework that remains influential in literacy education today. The method's longevity and continued use highlight its effectiveness and adaptability to diverse learning needs.

Key Components

At its core, the Orton Gillingham intervention involves teaching the relationships between letters and sounds, known as phonics, in a highly structured and sequential manner. The instruction is personalized and paced according to the learner's progress, ensuring mastery of each concept before moving forward. The approach also incorporates direct teaching of language rules, morphology, and syntax, which supports reading fluency and comprehension.

Core Principles of Orton Gillingham Approach

The Orton Gillingham approach is built on several foundational principles that guide its instructional design. These principles ensure that the intervention is systematic, multisensory, and learner-centered, facilitating effective literacy acquisition for students with diverse needs.

Multisensory Learning

One of the defining features of the Orton Gillingham intervention is its use of multisensory techniques. This means that learners engage multiple senses simultaneously—visual (seeing letters), auditory (hearing sounds), and kinesthetic/tactile (touching and writing letters). This multisensory input helps reinforce memory and understanding of language concepts, making abstract ideas more concrete.

Structured and Sequential Instruction

The approach follows a carefully designed sequence that begins with the simplest language elements and gradually progresses to more complex structures. This cumulative method ensures that students build a solid foundation in phonemic awareness, decoding, and encoding skills before advancing. Concepts are introduced in a logical order to minimize confusion and maximize retention.

Explicit and Direct Teaching

Orton Gillingham emphasizes explicit instruction, meaning that teachers clearly and directly explain the rules and patterns of the English language. This contrasts with discovery learning, where students infer rules on their own. Direct teaching helps students with dyslexia or other reading difficulties grasp essential concepts that might not be easily intuited.

Implementation and Techniques

Implementing the Orton Gillingham intervention requires trained educators who understand the method's principles and techniques. The instruction is typically delivered in small groups or one-on-one settings to provide individualized attention and targeted support.

Multisensory Activities

Teachers employ various activities that integrate multiple senses to engage learners. Examples include:

- Tracing letters in sand or on textured surfaces to reinforce tactile memory.
- Using letter tiles or cards to build and manipulate words physically.
- Incorporating rhythmic clapping or tapping to segment phonemes.
- Visualizing letter shapes and sounds through flashcards and charts.

Phonemic Awareness and Phonics Instruction

Phonemic awareness—the ability to recognize and manipulate sounds in words—is a fundamental focus. Students practice identifying individual sounds, blending sounds into words, and segmenting words into sounds. Phonics instruction then connects these sounds to their corresponding letters or letter combinations, enabling decoding and spelling.

Progress Monitoring and Adaptation

Continuous assessment is integral to the Orton Gillingham intervention. Educators frequently evaluate students' mastery of concepts and adjust instruction accordingly. This responsiveness ensures that learners receive the appropriate level of challenge and support throughout their literacy journey.

Benefits of Orton Gillingham Intervention

The Orton Gillingham intervention offers numerous advantages for learners with reading difficulties, making it a preferred choice among educators and specialists working in literacy development.

Improved Reading and Spelling Skills

By focusing on the foundational elements of language, students develop stronger decoding and encoding abilities. This leads to improved word recognition, reading fluency, and spelling accuracy.

Enhanced Confidence and Motivation

As students experience success through structured and supportive instruction, their confidence in reading grows. The multisensory nature of the intervention also helps maintain engagement and motivation, which are critical for sustained learning.

Long-Term Academic Success

Early and effective intervention using the Orton Gillingham method can prevent future reading struggles and support academic achievement across subjects. Literacy skills are foundational to learning, and mastery through this approach often correlates with better overall school performance.

Who Can Benefit from Orton Gillingham Intervention?

The Orton Gillingham intervention is versatile and can support a wide range of learners. While it is primarily associated with dyslexia remediation, its benefits extend beyond this population.

Students with Dyslexia

Dyslexia is a language-based learning disability characterized by difficulties with accurate and/or fluent word recognition and poor spelling abilities. The Orton Gillingham approach directly addresses the underlying phonological deficits typical of dyslexia, making it highly effective for these students.

English Language Learners

Students learning English as a second language may also benefit from the explicit and multisensory instruction provided by this method. It helps them understand the structure and sound system of English more clearly.

Struggling Readers and Spellers

Any student who struggles with foundational reading skills can benefit from Orton Gillingham intervention. Its individualized and systematic approach helps target specific areas of difficulty, providing tailored support for improved literacy.

Training and Certification for Educators

Proper implementation of the Orton Gillingham intervention requires specialized training. Educators, reading specialists, and therapists can pursue certification programs to develop proficiency in this method.

Certification Programs

Several organizations offer comprehensive training and certification in the Orton Gillingham approach. These programs typically cover the theoretical foundations, instructional techniques, lesson planning, and assessment strategies necessary for effective teaching. Certification often involves coursework, supervised practice, and formal evaluation.

Professional Development Benefits

Obtaining certification enhances educators' skills in addressing diverse literacy needs. It equips them with the tools to deliver evidence-based instruction and support students with language-based challenges effectively. Many schools and districts recognize Orton Gillingham certification as a mark of expertise in specialized literacy instruction.

Frequently Asked Questions

What is the Orton-Gillingham intervention?

The Orton-Gillingham intervention is a structured, multisensory approach to teaching reading, writing, and spelling, primarily designed to help individuals with dyslexia and other language-based learning difficulties.

Who developed the Orton-Gillingham approach?

The Orton-Gillingham approach was developed by Dr. Samuel Orton, a neuropsychiatrist and pathologist, and educator Anna Gillingham in the early 20th century.

How does the Orton-Gillingham intervention work?

The intervention uses multisensory techniques that integrate visual, auditory, and kinesthetic learning to help students connect language with letters and sounds, improving their decoding and encoding skills.

Is the Orton-Gillingham intervention effective for dyslexia?

Yes, Orton-Gillingham is widely regarded as one of the most effective interventions for individuals with dyslexia because it is explicit, systematic, and tailored to the learner's needs.

Can Orton-Gillingham be used in classroom settings?

Yes, Orton-Gillingham principles can be adapted for both one-on-one tutoring and classroom instruction, although it is often delivered in small groups or

individualized sessions for maximum effectiveness.

What qualifications do instructors need to teach using Orton-Gillingham methods?

Instructors typically need specialized training and certification in Orton-Gillingham methodologies to effectively implement the intervention, ensuring they understand its structured, multisensory approach.

Additional Resources

1. Orton-Gillingham Approach: Foundations and Practices for Reading Intervention

This book offers a comprehensive overview of the Orton-Gillingham approach, detailing its history and core principles. It serves as a practical guide for educators and therapists working with students who have dyslexia or other reading difficulties. The text includes step-by-step instructional strategies and case studies to illustrate effective implementation.

2. Multisensory Teaching of Basic Language Skills

Widely used in Orton-Gillingham training, this book emphasizes multisensory techniques that engage visual, auditory, and kinesthetic learning pathways. It provides educators with tools to teach phonics, spelling, and reading in a structured, sequential manner. The book is praised for its clear explanations and practical exercises.

3. The Writing Road to Reading

This resource focuses on integrating writing with reading instruction, following the Orton-Gillingham methodology. It highlights the importance of phonemic awareness and systematic instruction in improving literacy skills. Teachers will find detailed lesson plans and activities designed to support struggling readers.

4. Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level

While not exclusively about Orton-Gillingham, this influential book discusses the science behind dyslexia and effective interventions, including Orton-Gillingham techniques. It provides parents and educators with strategies to support children with reading challenges. The author combines research findings with practical advice.

5. The Orton-Gillingham Manual: A Multisensory Approach to Language Instruction

This manual is a foundational text offering an in-depth look at the Orton-Gillingham approach's structure and methodology. It is designed for both beginners and experienced practitioners, detailing lesson planning, assessment, and instructional methods. The manual emphasizes individualized teaching and multisensory engagement.

6. *Teaching Reading to Struggling Learners: A Guidebook for Teachers and Tutors*

Incorporating Orton-Gillingham principles, this guidebook provides strategies for addressing diverse reading challenges in the classroom. It covers phonics instruction, decoding skills, and fluency development in a clear and accessible format. The book also includes assessment tools to monitor student progress.

7. *Explicit Instruction: Effective and Efficient Teaching*

This text supports the explicit, systematic nature of Orton-Gillingham instruction by detailing best practices for teaching foundational skills. It explains how to design lessons that are clear, structured, and targeted to student needs. Educators will find practical guidance for maximizing learning outcomes.

8. *Dyslexia and the Brain: What Does Current Research Tell Us?*

This book explores the neurological basis of dyslexia and how interventions like Orton-Gillingham align with brain research. It offers insights into why multisensory, structured approaches are effective for struggling readers. The text is useful for educators seeking to deepen their understanding of the science behind reading difficulties.

9. *Structured Literacy and Orton-Gillingham Approach: A Teacher's Guide*

Focusing on the structured literacy framework, this guide explains how Orton-Gillingham fits into broader literacy instruction models. It provides practical advice for lesson design, progress monitoring, and adapting instruction to individual learner needs. The book is a valuable resource for teachers implementing evidence-based reading programs.

Orton Gillingham Intervention

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orton gillingham intervention: Orton-Gillingham-Based Strategies (Unbranded). What Works Clearinghouse Intervention Report What Works Clearinghouse (ED), 2010 Orton-Gillingham is a broad, multisensory approach to teaching reading and spelling that can be modified for individual or group instruction at all reading levels. Teaching sessions are action oriented with auditory, visual, and kinesthetic elements reinforcing one another. The approach targets persons with the kinds of language processing problems (reading, spelling, and writing) associated with dyslexia. This report focuses on unbranded interventions that are based on general Orton-Gillingham principles and interventions that combine multiple branded products based on Orton-Gillingham principles. However, no studies of unbranded Orton-Gillingham-based strategies that fall within the scope of the Students with Learning Disabilities review protocol meet What Works Clearinghouse (WWC) evidence standards. The lack of studies meeting WWC evidence standards means that, at this time,

the WWC is unable to draw any conclusions based on research about the effectiveness or ineffectiveness of unbranded Orton-Gillingham-based strategies for students with learning disabilities. (Contains 3 footnotes.).

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Educators have the difficult task of teaching to a variety of different types of learners. This project was focused on giving educators an intensive intervention for those students with specific reading disabilities who are not making progress. This manual was created by taking into consideration teachers perceptions on phonics instruction as well as what they look for in reading intervention programs. This manual will be a teacher friendly resource that can be used with struggling readers who are not responding to other interventions.--Leaf ii.

orton gillingham intervention: An Investigation of the Effectiveness of an Orton-Gillingham Based Reading Intervention in Kindergarten and First Grade Using a Fuzzy Regression Discontinuity Design Daniel Lee Patterson, 2016 Delays in the development of early literacy skills are associated with a wrath of negative educational outcomes and so addressing such delays is one of the most pressing challenges in education. This study examines the effectiveness of the Orton-Gillingham (OG) Method, a multisensory reading program where instruction utilizes two or more senses simultaneously. Originally developed in the 1930s as a program for dyslexic students, OG has seen continual use since its creation and is endorsed by the American Dyslexic Foundation and the International Dyslexic Foundation. Over the past two decades OG has increasingly been incorporated into general education settings in the primary grades as a reading intervention for struggling readers regardless of whether they have dyslexia. However, there is a dearth of research demonstrating its causal effect as a reading intervention for children with dyslexia or who are experiencing reading delays for other reasons. Two quasi-experimental methods, Regression Discontinuity Design and Nonequivalent Comparison Group Design with propensity scores, are used to test the efficacy of an OG-based, general education reading intervention on a sample of over 700 kindergarten and first grade students who are experiencing reading delays from a large district in California. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments were used to assign students to the intervention and measure their end-of-year reading outcomes. The results of both analyses revealed no effect for students enrolled in the intervention in either kindergarten or first grade. Within the year that students received the intervention, a small but non-significant gain on end-of-year DIBELS composite scores was found. Long-term outcomes showed that over half of the students in the intervention were still not meeting reading targets by the end of second grade. Moreover, while the treatment effect was found to vary significantly across classrooms and across schools, no available measures classroom or school characteristics were associated with that variation. These findings suggest that certain applications of the OG methodologies may not be effective in general education settings.

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practitioners in the implementation of interventions. With this valuable, practical resource, school-based practitioners will be able to put the information they read into action immediately to enhance the implementation of RtI services for their schools and students.

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available for assessing and treating children living with the etiological and neurological components of various disorders. Each chapter provides one or more case studies along with helpful background information, assessment results, and recommendations based on assessment data. Bridging science and practice, the book reviews the scientific literature, research on clinical implications, and evidence-based treatment of such disorders as: Dyslexia and Dyscalculia Specific Language Impairment/Dysphasia Autism Spectrum Disorders Attention-Deficit/Hyperactivity Disorder Tourette Syndrome Traumatic Brain Injury Childhood Cancer Epilepsy Cerebrovascular Disease Low Birth Weight Environmental Toxin Exposure Neurotoxins, Pregnancy, and Subsequent Disorders Chromosomal Anomalies Neurocutaneous Disorders Metabolic Disorders Each case study complements the content of each chapter by illustrating how the assessment process can inform intervention efforts for children. In addition, the cases humanize the effects of various disorders and demonstrate the usefulness of neuropsychological information in treatment and intervention planning, especially within children's educational and social contexts.

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Idalia Nuñez, Vaughn W. M. Watson, James V. Hoffman, Donna E. Alvermann, 2025-11-11 This eighth edition of *Theoretical Models and Processes of Literacy*, a foundational text in literacy research, is updated to represent a new era in contemporary and critical scholarship. With a revised name, the intentional inclusion of diverse perspectives, and new organizational structure, *Theories, Models, and Practices of Literacy* thoroughly represents the theories that drive literacy and the scholars who write about and within the field. While still representing the most comprehensive source for connecting theories to literacy research and practice, this eighth edition builds on preceding editions, contextualizing its historical roots, promoting and highlighting contemporary and critical theories, and envisioning future directions in literacy. This volume addresses theories across ten sections, including early, youth, and community literacies; teaching literacy and literacy teacher education; dis/abilities and disciplinary literacy theories; digital and multimodal literacies; and the disruption of colonial boundaries in language and global literacies. The chapters in this volume are curated to inspire the interrogation of literacy theory and foster its evolution. Additional archival essays from previous editions will remain available as Support Material on the book's webpage. New to the eighth edition:

- 80% new material (and significantly revised previous materials) to reflect emerging and contemporary theories and scholarship.
- A more globalized approach to theorizing literacy practices, including those with onto-epistemological perspectives rooted in people's lived experiences, literacies, and languages to engage scholars and audiences who may be new users of the text.
- Focus on theories that actively challenge traditional theoretical literacy frames and raise critical consciousness toward communities marginalized by the white gaze historically represented in literacy theory, literacy research, and literacy education.
- New avenues for readers to explore how theory informs practice, practice informs theory, and how both are taken up in various contexts (e.g., classrooms, schools, communities, and societies).

orton gillingham intervention: Overcoming the Reading Challenge of Adolescents

Pasquale De Marco, 2025-08-10 ****Overcoming the Reading Challenge of Adolescents**** provides a comprehensive guide to understanding and addressing the challenges faced by adolescent readers, guiding both educators and parents in fostering a love of reading and supporting reading development. This book delves into the factors affecting reading comprehension, the common difficulties encountered by adolescent readers, and the impact of reading challenges on academic outcomes. It emphasizes the importance of identifying and assessing reading difficulties to provide targeted support and intervention. ****Overcoming the Reading Challenge of Adolescents**** offers a range of strategies to enhance reading comprehension, including building background knowledge, developing vocabulary, improving fluency and decoding skills, teaching comprehension strategies, and promoting self-monitoring and correction. It also explores the use of technology to enhance reading instruction, providing guidance on assistive technology, digital tools, and online resources. To support struggling readers, this book advocates for creating a supportive learning environment, providing differentiated instruction, and fostering a positive attitude towards reading. It highlights the importance of home-school collaboration and the role of parents and caregivers in supporting literacy development. ****Overcoming the Reading Challenge of Adolescents**** recognizes the importance of supporting adolescent literacy development and provides strategies to promote literacy engagement, encourage active reading habits, develop critical thinking skills, and foster a lifelong love of reading. It also explores the factors influencing reading motivation and engagement, providing practical strategies to increase student engagement and create a positive reading culture. This book is an invaluable resource for educators, parents, and anyone seeking to understand and support the reading development of adolescents. It provides a comprehensive overview of reading challenges, effective strategies, and best practices for fostering literacy skills and a love of reading. If you like this book, write a review!

orton gillingham intervention: Early Intervention Strategies Mason Ross, AI, 2025-02-22

Early Intervention Strategies highlights the crucial role of proactive interventions in addressing learning disabilities like dyslexia, dysgraphia, and dyscalculia to ensure academic success. Research shows the brain's plasticity during early childhood allows interventions to rewire neural pathways,

emphasizing the heightened potential for positive change. The book underscores that early intervention is not just about addressing existing challenges but preventing long-term academic and social-emotional difficulties. The book's approach involves a structured progression, starting with foundational concepts and identification methods, then delving into evidence-based intervention strategies with practical examples. It emphasizes using assessment tools and specialized instruction techniques to create individualized education programs (IEPs). By providing concrete strategies grounded in empirical research, the book empowers educators, parents, and policymakers to implement effective interventions and foster academic success. The text provides insights into the ethical considerations surrounding early intervention, advocating for equitable access to diagnostic and intervention services, particularly for underserved populations. It emphasizes the importance of evidence-based decision-making and practical application across various educational settings. Ultimately, the book offers a roadmap for integrating early intervention strategies effectively, supporting children's academic journeys from the start.

orton gillingham intervention: *The Effects of an Orton-Gillingham-based Reading Intervention on Students with Emotional/behavior Disorders* James Breckinridge Davis, 2011 This study was performed with 4 male students enrolled in a specialized public school for students with emotional/behavior disorders (E/BD). All of the students participated in a 16-week, one-to-one, multisensory reading intervention. The study was a single subject, multiple baseline design. The independent variable was an Orton-Gillingham-based reading intervention for 45 minute sessions. The dependent variable was the students' performance on daily probes of words read correctly and the use of pre- and post-test measures on the Dynamic Indicator of Basic Early Literacy Skills (DIBELS). The intervention consisted of 6 different parts: (a) visual, (b) auditory, (c) blending, (d) introduction of a new skill, (e) oral reading, and (f) 10-point probe. Student behavior was monitored and scored throughout the lessons to compare the relationship between behavior and the number of words read correctly. The results of this study indicate a moderate positive effect on the decoding skills for 3 of the 4 students on raw scores. The greatest improvement in decoding skills was evident in the students' performance on the Nonsense Word Fluency (NWF) task as measured by DIBELS. The researcher was unable to detect a direct correlation between behavior and the number of words read correctly. Patterns suggest, however, that higher behavior scores tended to result in higher numbers of words read correctly. Students and teachers were given questionnaires to measure satisfaction with the intervention. Three of the 4 students who participated in the study reported that they enjoyed working with the researcher, and 3 of the 4 teachers reported an increase in decoding skills transferred across academic areas, although none of the teachers reported any change in the students' disruptive behaviors. The results of this study indicate that some students with E/BD and reading difficulties may benefit from the use of an Orton-Gillingham-based reading intervention. Finally, the researcher presents the limitations to the study. Suggestions for further research are also given.

orton gillingham intervention: Preparing Quality Teachers Drew Polly, Eva Garin, 2022-03-01 National and international teacher education organizations and scholars have called for an increased emphasis on clinical practice in educator preparation programs. These recommendations include specific efforts to increase the duration, diversity, and quality of experiences that teacher candidates engage in during their time in P-12 schools while earning their teaching license. This book includes a robust set of chapters that include conceptual, theoretical, and empirical chapters related to innovative approaches in clinical practice in educator preparation. Authors include teacher educators from around the United States and Canada from a variety of types of higher education institutions. The book provides readers with examples, evidence, and ideas to thoughtfully consider their future direction in examining, planning, and implementing clinical practice experiences for teacher candidates.

orton gillingham intervention: Excellence in Teaching United States. Congress. House. Committee on Education and the Workforce, 2000

orton gillingham intervention: Reading Assessment and Instruction for All Learners

Jeanne Shay Schumm, 2017-02-13 Weaving together the latest knowledge and best practices for teaching children to read, this indispensable text and professional resource provides a complete guide to differentiated instruction for diverse learners. Uniquely integrative, the book places the needs of English language learners and students with disabilities front and center instead of treating them as special topics. Accessible chapters on each of the core components of literacy clearly demonstrate how to link formal and informal assessment to evidence-based instruction. Special features include Research Briefs, Tech Tips, Internet Resources, Reflection and Action Questions, and dozens of reproducible student activities and assessment tools.

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