

The Orton-Gillingham Academy Principles of the Orton-Gillingham Approach

The Orton-Gillingham Academy Principles are the foundation of the Orton-Gillingham Approach.



They represent the research and underlying philosophy originated in the 1920s by Dr. Samuel Orton, substantiated by his colleagues, and applied in the Orton-Gillingham Academy (OGA) seminal works. Clinical evidence and scientific research corroborate these principles.

The OGA Principles focus attention on the social and emotional wellbeing, personal strengths, and educational needs of each learner. They have proven effective for groups and individuals and for typical as well as struggling readers.

Diagnostic and Prescriptive

Instruction is a dynamic, continuous, adaptable process of monitoring student work and giving corrective feedback based on the learner's profile and ongoing performance designed to promote accuracy and automaticity.

- Instruction is diagnostic in that the instructor continuously monitors the verbal, nonverbal, and written responses of the learner to identify and analyze problems and progress. This information is the basis for planning the next lesson.
- Instruction is prescriptive in that it contains elements that focus on resolving the learner's difficulties and building on the learner's progress noted in the previous lesson.

Individualized

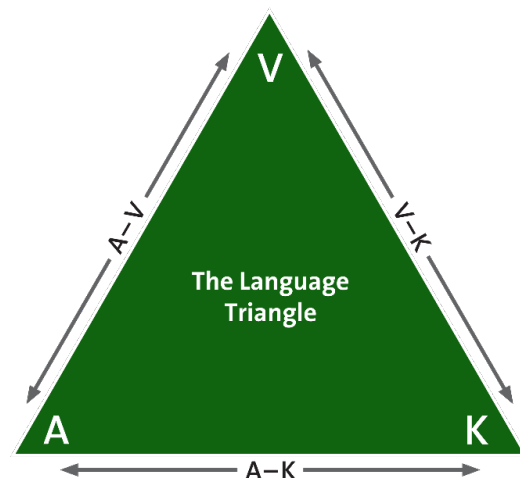
Instruction is individualized to meet the differing needs of learners who may be similar, but not exactly alike. Lessons are customized to meet the learner's profile, culture, identity, and interests.

Language-Based and Alphabetic/Phonetic

Instruction is a comprehensive practice based on the structure and history of the English language that integrates oral language, reading, spelling, and writing. It begins at the simplest level with phonemes (sounds) and the alphabetic principle (the relationship of sounds to letters) and progresses through complex word and text structures.

Simultaneous Multisensory

Instruction *simultaneously* utilizes the associations of the auditory (hearing), visual (seeing), and kinesthetic (movement) neural pathways.



Direct and Explicit

Instruction is presented systematically with concepts clearly stated, modeled, and practiced. Moving from supported practice to independent practice enhances learning and memory leading to automaticity and independent application.

Structured, Sequential, and Cumulative, but Flexible

Instruction is logically organized and moves from simple, well-learned material to increasingly complex elements. Lessons continuously spiral back to reinforce previously taught skills in an integrated manner. Instructional decisions require flexibility and are based on the learner.

Synthetic and Analytic

Instruction employs both synthetic and analytic processes at all levels of language; these processes are reciprocal and must be closely coordinated.

- Synthetic Instruction progresses from the parts to the whole. For example, when reading, the learner blends individual sounds, syllables, and morphemes to read words.
- Analytic Instruction progresses from the whole to its parts. For example, when spelling, the learner segments the sounds, syllables, or morphemes to spell words.

Cognitive

Instruction engages the learner in an active understanding of what they are learning, why they are learning it, and how to apply their learning in a thoughtful way. It encourages thinking and reasoning rather than reliance on rote memorization.

Emotionally Sound

Instruction builds confidence and trust by ensuring the learner achieves regular success.

