Registration Form

Name ________________________________
Home Address ______________________________________
City ______________________ State _______ ZIP ________
Phone __________________________
Email __________________________

Deadline: May 15, 2009

☐ I am privately funding the training. Enclosed is a $100 nonrefundable deposit. I understand the balance of $1,400 for tuition (which includes textbooks, Teacher Resource Manual, materials, and supervised practice teaching) will be paid by June 1, 2009.

☐ My school or sponsor is funding the training. Enclosed is the $100 deposit with an official letter from the school confirming the balance of $1,400 for tuition. The balance will be paid by June 1, 2009.

• Contact and inquiry can be made by email, but formal registration must be made by mail.
• Class size is limited to 9 participants
• You will be contacted to arrange an interview
• Acceptance into the Associate Level Course must be accompanied by a brief essay explaining your motivation for training and how it will be utilized.

Please make all checks payable to Long Trail School.
Please send registration and essay to the attention of Laurie J. Cousseau, Long Trail School, 1045 Kirby Hollow Road, Dorset, VT 05251

What participants say...

“We can’t wait to take back to our schools what we’ve learned. Your impact is far reaching.” (2008)

“I have found what I want to do with my life…I have also learned so much about myself” (2008)

Will include the 5 components of Effective Reading Instruction
(National Reading Panel Report in 2000):
Phonological Awareness, Phonics, Fluency, Vocabulary Instruction and Reading Comprehension.
Program Description:
• A 10 day graduate level comprehensive multisensory structured language training program that follows the curriculum of the Academy of Orton-Gillingham Practitioners and Educators (AOGPE)
• The training focuses on multisensory principles of teaching as well as current research-based language instruction designed to integrate reading with spelling and writing.
• Trainees will not only learn the structure of the English language and methodology, but gain a deep understanding of a child with language processing difficulties.
• Teachers will learn how to administer a series of informal diagnostic assessments which are used to design instruction.
• Teachers will gain practice delivering an individualized diagnostic and prescriptive lesson as well as learn strategies that transfer to the classroom and integrate with existing curriculum.
• This course is two weeks and 80 hours of coursework.
• Daily class hours are from 8:00 a.m. to 4:30 p.m. Each day includes lecture, a demonstration by a Master Tutor and 5 days of a supervised practicum; working 1:1 with an area student.
• A year-long practicum will follow the training.

Associate Level Curricular Content:
• The administration of informal diagnostic assessments
• Neurological underpinnings of dyslexia and the needs of the dyslexic learner
• Phonological awareness
• Sound-symbol relationship (alphabetic phonics)
• Reliable spelling patterns
• Syllable structure of the English Language
• Morphemic structure of the English Language
• Diagnostic prescriptive teaching
• Research-based multisensory, direct and systematic instruction that can transfer to a multi-classroom setting
• Handwriting instruction
• Vocabulary instruction
• Basic written expression fundamentals
• Reading comprehension skills

Training Schedule:
All classes will be held at Long Trail School.
July 6 – 17 (8:00 – 4:30) No weekend classes.

Associate Level Prerequisites:
• BA degree or comparable experience

Course Requirements:
• Daily attendance
• Written summaries of assigned readings
• Completion of a student assessment and lesson plans
• Completion of required student progress reports
• Completion of final examination

Participants Eligible For:
• Vermont Teacher License Renewal Hours and Membership with the Academy

Training Staff:
JoAnn Crawford—Supervising Fellow
• Fellow of the Academy of Orton-Gillingham Practitioners and Educators (AOGPE)
• M.Ed in Special Education with an emphasis on the secondary level
• A pioneer in the field, originally trained by Jean Osman and Paula Rome at the Dyslexia Institute of Minnesota in Rochester, Minnesota
• Director of the L.D. Student Program and college instructor of Reading Skills at the University of Minnesota, Duluth
• Has trained over 500 practitioners nationally
• Director of O-G Training at the Key Learning Center at Carolina Day School, Asheville, NC
• Received the NCIDA June Orton 1999 award for her outstanding service in the field of dyslexia

Laurie Cousseau—Director of the O-G Summer Institute
• Certified member and Fellow-in training (application pending 6/09), AOGPE
• MAT in Reading Education, Appalachian State University
• Winner of the Uberto Price Memorial Scholarship in Reading and Language Arts, Western NC
• Certified Reading/Language Arts Specialist, K-12, Vermont
• Director of Curriculum, Associate Level Training, The Key Learning Center, 2008
• Instructor of Training Level, ImSLEC (International Multisensory Language Educators Consortium)

Orton and Gillingham
The Orton-Gillingham Approach was named for a neurologist and pathologist, Samuel Torrey Orton and a psychologist and educator, Anna Gillingham. They brought together neuroscience with the best education and remedial practices.

For Information about the training program, please contact: Laurie J. Cousseau, lcousseau@longtrailschool.org (802) 867-5717

Who Can Benefit:
• Elementary and Middle Grade teachers
• Early Interventionists—preschool and kindergarten programs
• Reading Specialists and Literacy Coaches
• Special Education teachers
• Paraprofessionals
• Tutors
• Parents
• Home-school educators

Transfers beautifully to the classroom