



NORTHWEST DYSLEXIA RESOURCES

nwdyslexiaresources.org

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**ORTON-GILLINGHAM COMPARED TO
LiPS (LINDAMOOD PHONEME SEQUENCING PROGRAM)**

EXPLICIT TEACHING

ORTON-GILLINGHAM	LiPS
Teaches sound/symbol correspondences and rules explicitly. e.g. "a says /a/ as in apple" The rule for doubling consonants	Teaches explicit information, but uses a discovery approach. e.g. "What does your mouth do when you make the sound /p/?"

MULTISENSORY DELIVERY

ORTON-GILLINGHAM	LiPS
1. Heavy emphasis on building visual, auditory and tactile/kinesthetic associations with focus on the <i>eye-hand</i> gross and fine motor movements when letters are written. e.g. tracing, sky writing, and writing (sometimes with eyes averted). 2. Use of auditory, visual and tactile/kinesthetic cues through Simultaneous Oral Spelling (saying sounds while tapping fingers and possible naming letters while writing). ORTON-GILLINGHAM EMPHASIZES SPELLING	1. Heavy emphasis on building visual, auditory and tactile/kinesthetic associations with focus on the <i>oral motor</i> movements and feelings in the mouth when sounds are produced. e.g. position of the tongue, involvement of the lips and teeth, and the amount and direction of air flow. 2. Use of auditory, visual and tactile/kinesthetic cues through manipulation of blocks and letters in tracking exercises for sound segmenting, sequencing and monitoring of exact sound/symbol correspondences. LiPS EMPHASIZES SOUNDS.

SPIRAL BACK (CONTINUOUS REVIEW)

Both programs use consistent spiral techniques to review previously presented material.

SEQUENCE

ORTON-GILLINGHAM	LiPS
1. Begins with sound/symbol correspondence 2. Begins with high frequency letters that are auditorily, visually and kinesthetically <i>dissimilar</i> . e.g. (short) a t b m f (short) i h j k	1. Begins with sounds – may or may not present letters at first (uses colored blocks). 2. Begins with <i>consonant</i> sounds that are auditorily and kinesthetically <i>similar</i> (differing only on voicing) and may be visually similar. e.g. /b/ & /p/ /d/ & /t/ /k/ & /g/ BUT, begins with vowel sounds that are auditorily and kinesthetically <i>dissimilar</i> . e.g. /ee/ /o/ /oo/

Pamela Hook, Ph.D. with Sharon Cody Marsh, Ed.D. (2007)

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Sharon Marsh is a Fellow of the Academy of Orton-Gillingham Practitioners and Educators, was director of Commonwealth Learning Center, Needham MA and has trained teachers in Orton-Gillingham and LiPS at The Blosser Center for Dyslexia Resources and at Portland State University.