

I have been an educator for 50 years. Approximately 25 years ago, after receiving my Master's degree, I was faced with a downsizing situation. So, I looked around to find something to help me keep that career in education. A friend of mine, who had a dyslexic son, suggested that I would be very good at tutoring dyslexic students. I began my journey by training at Marburn Academy under the tutelage of Jane Ashby, an Orton-Gillingham fellow who had received her instruction at Mass General in Boston. I have not regretted my decision to take this path.

I used my training at my high school in Language Arts with students having difficulty in their English Literature class. We made great strides in completing and understanding assignments, literature, vocabulary and writing. I also tutored privately and then became involved with the Children's Dyslexia Center, where I continue to tutor.

At the center, I had to go through training again to make sure we were on the same page. In those courses, my fellow trainees were amazed to see that I knew so much about language, grammar and vocabulary. I can only credit my early elementary school teachers. We were taught phonics, phonemic awareness, grammar and writing as basic skills. Over the years, I have seen many "innovations" in education, but none can compare with the strong background I received in those early years. As for vocabulary, I owe my understanding of morphology to taking Latin in high school. Knowing base and root words from the Latin and Greek to pass on to my tutees

As a tutor and a supervisor at the Center, I have been able to get acquainted with teachers from various school districts around Columbus and Ohio. All these teachers were there because what they were doing was not working and they knew that there had to be something that would work for them and their students.

I have seen brilliant young men and women work many extra hours to learn a multisensory-language approach to aid their children in their home schools. They have seen great strides in their students and wonder why they were not taught this technique in their undergraduate courses. It makes sense and it works.

As a tutor, I have seen boys and girls succeed in reading, spelling and writing, where they had failed before. When taught in a proscriptive, multisensory

manner, reading was unlocked for them. These students are intelligent young people who just needed the code unlocked for them. They appreciated the knowledge and attention that they received on a one-on-one basis. They grew and thrived. Their self-image turned positive because they knew that they could do it. There was nothing better than seeing that growth and understanding take place in each of my students. At the center we are lucky enough to work one-on-one, but I was able to use my training in small groups at school.

Some examples of their gratitude come to mind. One student upon hearing that another student was balking at coming for tutoring asked, "Why wouldn't you want to come?" In another case, one of my students was excited when he came in one evening because he had received a perfect score on his spelling test that day. One after another, one success after another, lives changed because they learned to read and spell.

Whole language and sight reading do not work for all, but a learned multisensory approach to reading, spelling and writing do work for all. Why not use the method that works for all students, not just some.