



A day school for students with  
Developmental Dyslexia or a Specific  
Language Learning Disability

# Greenhills School

"Using the Orton Approach for teaching, reading, writing and spelling."





Dear Parents,

Greenhills' reason for being is literacy. Greenhills School was started to continue the work of Samuel Orton, M.D., and June Lyday Orton M.S.W. in remediating the written language difficulties of students with dyslexia (Specific Language Learning Disability). Dr. Orton was the first in the U.S. to recognize and devise a teaching approach for dyslexia. This language therapy, called Orton-Gillingham is a simultaneously multisensory, structured teaching of the "code of English."

In 1950, Mrs. Orton came to Winston-Salem to start a language clinic at the Bowman Gray School of Medicine. Later she established The Orton Reading Center, where a generation of people with dyslexia were diagnosed and taught to read, write and spell. I had the great fortune to study and tutor at the Center under Mrs. Orton, as did Greenhills founding members Roberta "Pat" Michal and Evelyn Horton.

Most schools expect students to learn grade level knowledge in English, Social Studies and Science by reading. Before intervention, dyslexic students typically read below their grade level, and their school experiences are often negative and full of frustration. At Greenhills, we incorporate many different classroom modifications that allow our students to be successful from the start. The happy result of this approach is that our students come to school cheerful, and their self esteem increases day-by-day and week-by-week.

As one young student says, "My teachers make me feel like I am someone special... like I am smart. They teach me the way I need to be taught." Greenhills has an excellent faculty of caring professionals who encourage our students to believe in themselves and in their bright young minds.

We hope you will come to Greenhills for a tour and to meet our students and faculty.

*Marjory J. Roth*

Marjory Roth  
Head of School, Founder and Trustee







Inspiring



## Why Greenhills Students Excel

For 16 years, Greenhills School has embraced its students by teaching them to be literate, instilling self confidence, promoting health and character, cultivating their talents and sending them on to bright and successful futures.

Overcoming the difficulties of a learning disability is not easy. Determination and a steadfast commitment to learning are essential qualities that each successful Greenhills student embodies. Yet, Greenhills students are happy to come to school each day. They love their school. They love their teachers, and they feel good about themselves and their academic abilities.

Greenhills' key to success is in its approach to learning through:

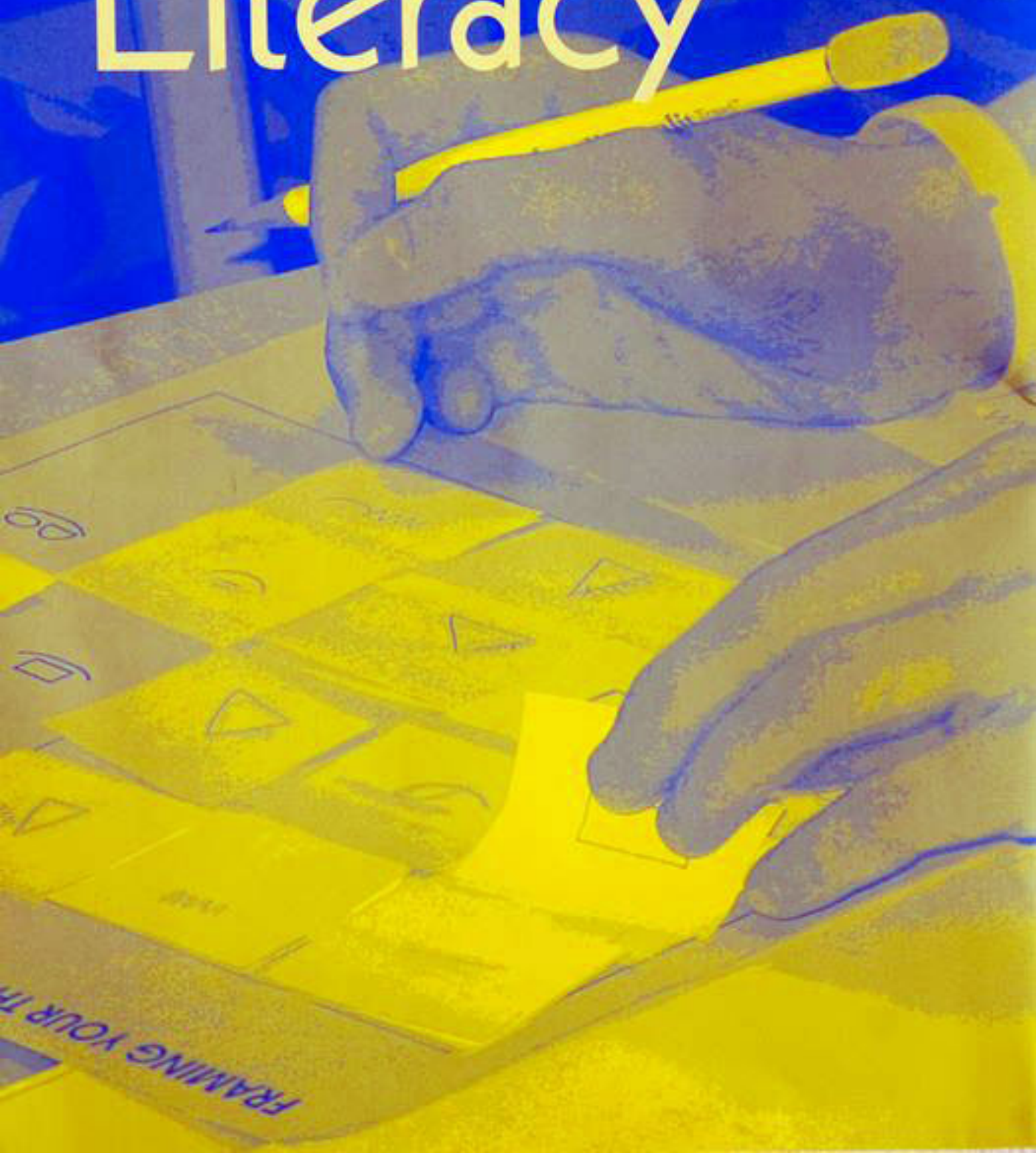
- Daily Orton-Gillingham Language Therapy (1 hour each day) in reading, writing and spelling
- Multisensory approaches in each subject area
- Positive reinforcement
- Very small class size (4 to 8 students)
- Excellent, accredited faculty
- Structured, quiet environment

# Success





# Teaching Literacy





See it.  
Say it.  
Feel it.

## The Dyslexic Brain

To understand why the multisensory approach is so successful, it's first best to recognize how a dyslexic mind works. The mind record information through senses — visual, auditory, tactile (touch), kinesthetic (muscle movement) and that information is then stored (first in short-term memory and then in long-term memory) to form a knowledge base. When sensory input is faulty, the information from a particular channel is not

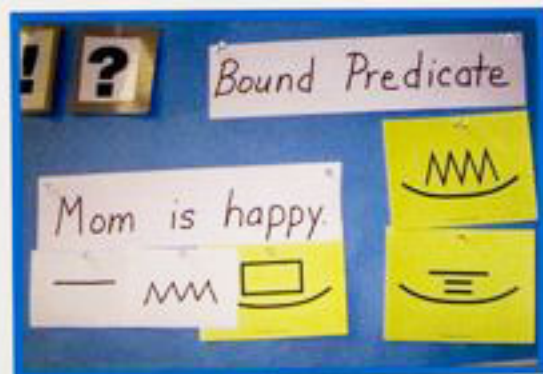
recorded in the brain and cannot be stored properly and later recalled. In severe cases, both the auditory and the visual "input" to the brain is affected.

This describes the challenge of being dyslexic. In addition to the sensory processing issues, some dyslexics also have a basic deficit in comprehending language. Dyslexics need a phonics, direct code-based approach combined with saying sounds aloud while tracing. Teaching must also focus on the structure of our language.

## Daily Orton-Gillingham Language therapy

Each day, Greenhills students work in small class settings with a teacher who is studying to be certified by The Academy of Orton-Gillingham Practitioners and Educators under the direction of Fellow, Marjory Roth. This multisensory, structured, phonetic teaching approach works to circumvent the dyslexic's ability to process language. By reteaching the structure of the English language in this way, students gain a clear understanding of language rules, from basic phonetics to sophisticated concepts of word structures and derivations.

Greenhills helps students learn to unlock the code by offering two English classes daily; the Orton-Gillingham Language Therapy class and an English class. In both settings, the instruction is multisensory. The language program provides students with a clear understanding of language rules.



## Unlocking the code

When dyslexic students learn all the sounds and spellings of the English alphabet, they can "break the code" of printed English and read.





# Developing Skills

A photograph of a woman with short dark hair and glasses, wearing a light-colored jacket, standing and assisting a young child with dark hair. The child is sitting in a chair at a desk, typing on a keyboard. The desk has a computer monitor displaying a document with text. In the background, there are other computer workstations and a framed picture of a boat on the wall. The scene is lit with a warm, yellowish light.



## Why Accommodations Matter

Greenhills School offers a multitude of classroom accommodations. These allow students to be successful in their classes from the start. Greenhills does not "water down" curriculum, rather we alter the way it is delivered.

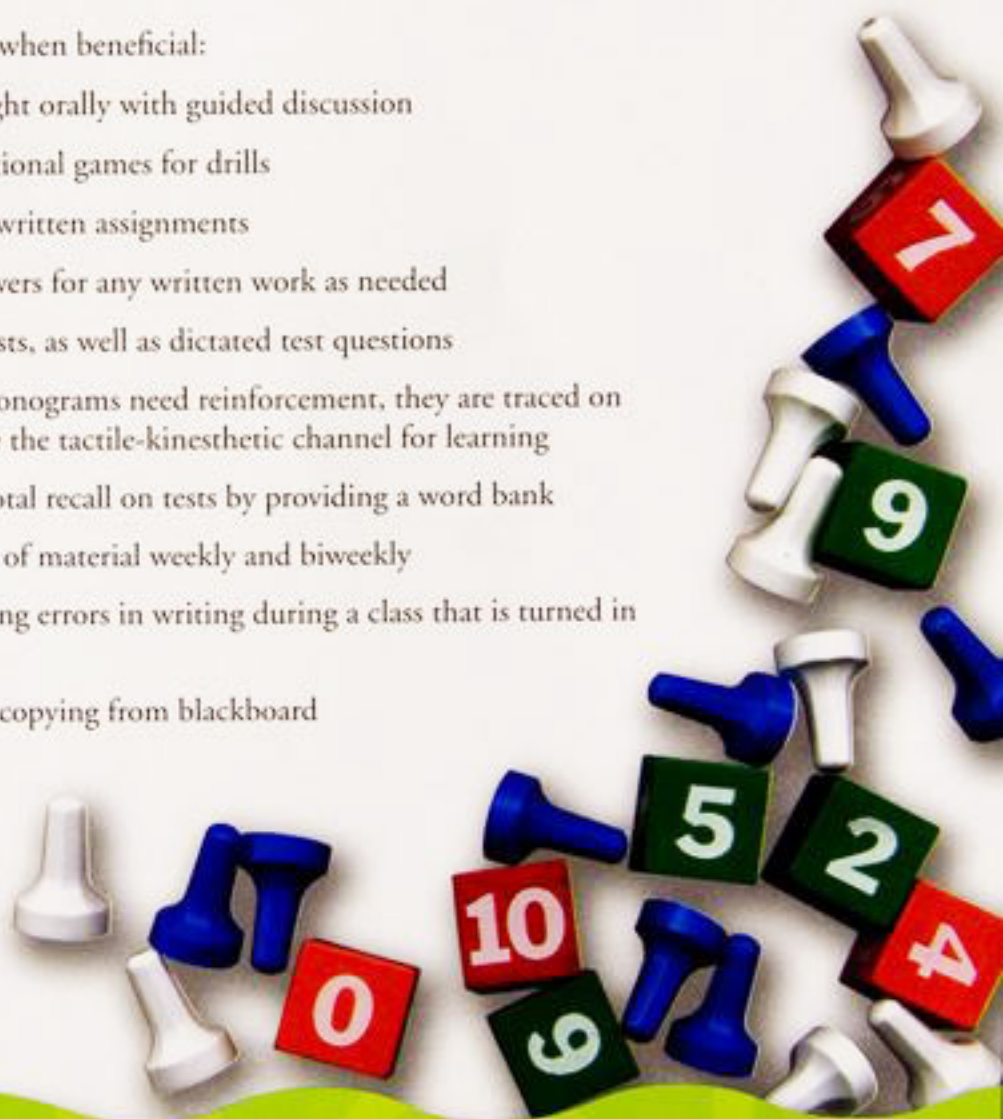
**Greenhills is the only school in North Carolina solely for dyslexic students that remediates students throughout the entire school day.**

## Multisensory Instruction Throughout the Curriculum

As in our language arts classes, Greenhills offers multisensory teaching in all other classes. The tactile-kinesthetic sense (writing or tracing) is often the strongest, most effective learning channel. Seeing, hearing and writing are used simultaneously in all instruction for maximum learning.

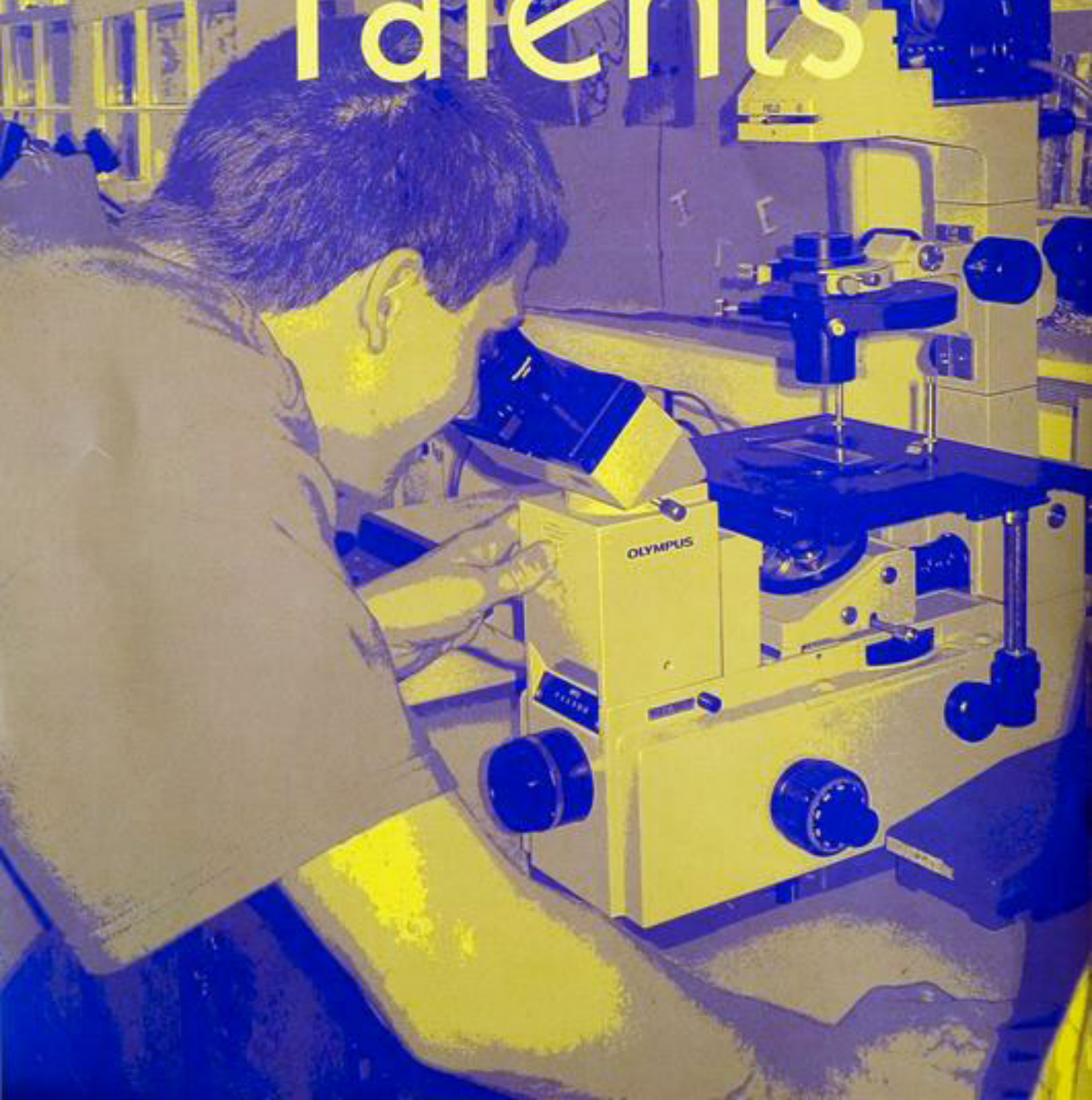
Accommodations used when beneficial:

- Course concepts taught orally with guided discussion
- Teacher-made educational games for drills
- Reduced number of written assignments
- Students dictate answers for any written work as needed
- Extended time for tests, as well as dictated test questions
- When words and phonograms need reinforcement, they are traced on tactile surfaces to use the tactile-kinesthetic channel for learning
- Reduce amount of total recall on tests by providing a word bank
- Test small quantities of material weekly and biweekly
- No penalty for spelling errors in writing during a class that is turned in by the end of class
- Reduced amount of copying from blackboard





# Cultivating Talents





## Science and Social Studies Curriculum



Greenhills offers the same range of content areas as available in public schools. This curriculum is planned in three-year cycles for high school with all core classes available over several years. Each year, Greenhills students from all grade levels compete in the independent schools district and regional science fairs. In 2006, Greenhills sent two students to the state science fair competition.



## English and Math Curriculum

The Orton-Gillingham approach language therapy class is one English class. The other daily English class combines the multisensory *Framing Your Thoughts* and the *Winston Grammar Program* curriculums for teaching grammar and written expression. Literature, literary analysis and vocabulary development with *Wilson Anderson's Prefixes, Roots, and Suffixes* are also part of the daily class. The math classes use the *Saxon* and *Everyday Mathematics* programs, the *Touch Math* computational strand, and Mary Brown's multisensory techniques.

## Art and Physical Education Curriculum

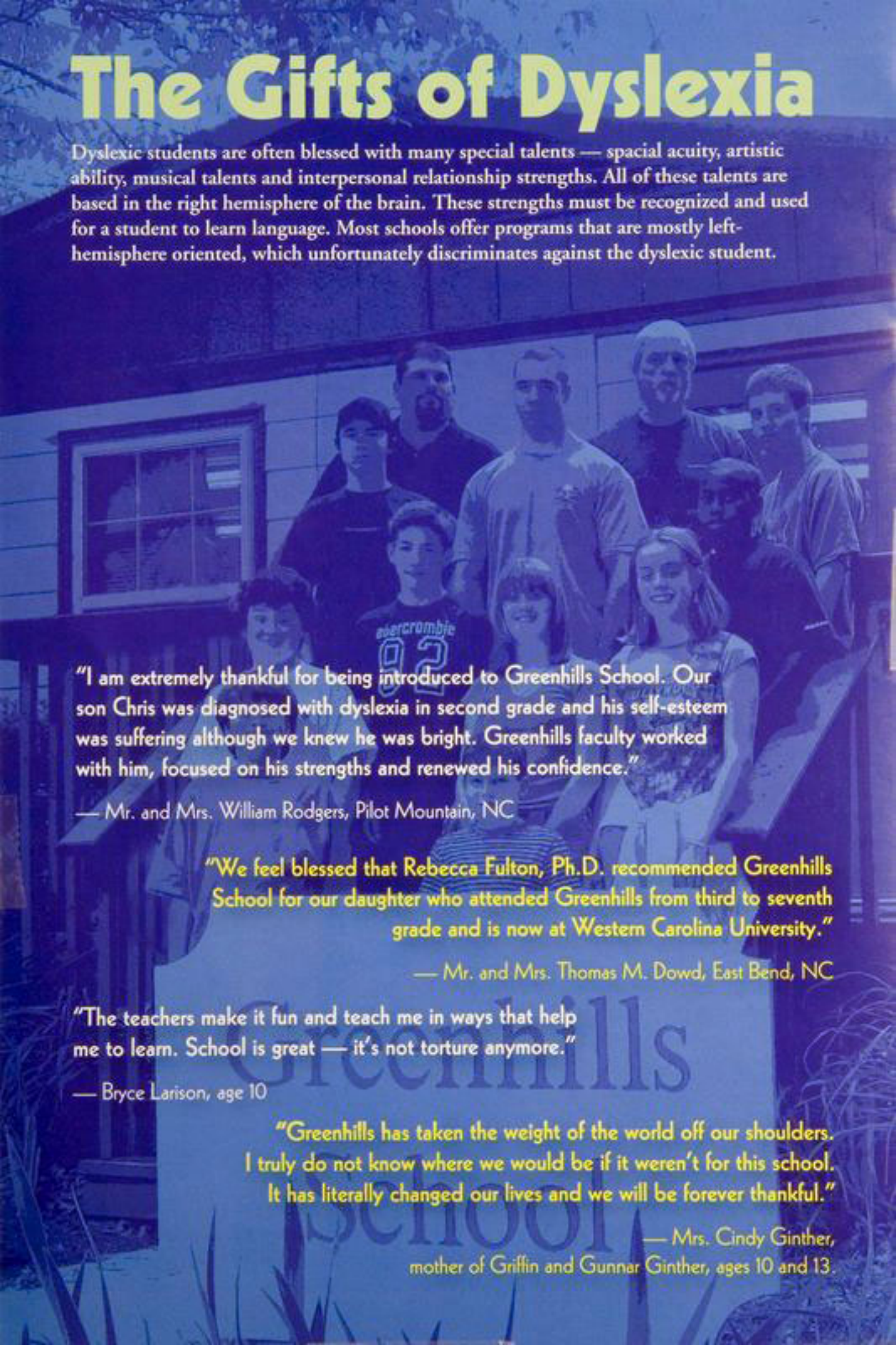
Art classes are held twice a week and include a variety of media and applied techniques. Physical Education is a daily class for students through ninth grade. Soccer, touch football, track and field, softball, volleyball, basketball and physical fitness activities are rotated throughout the year.





# The Gifts of Dyslexia

Dyslexic students are often blessed with many special talents — spacial acuity, artistic ability, musical talents and interpersonal relationship strengths. All of these talents are based in the right hemisphere of the brain. These strengths must be recognized and used for a student to learn language. Most schools offer programs that are mostly left-hemisphere oriented, which unfortunately discriminates against the dyslexic student.



"I am extremely thankful for being introduced to Greenhills School. Our son Chris was diagnosed with dyslexia in second grade and his self-esteem was suffering although we knew he was bright. Greenhills faculty worked with him, focused on his strengths and renewed his confidence."

— Mr. and Mrs. William Rodgers, Pilot Mountain, NC

"We feel blessed that Rebecca Fulton, Ph.D. recommended Greenhills School for our daughter who attended Greenhills from third to seventh grade and is now at Western Carolina University."

— Mr. and Mrs. Thomas M. Dowd, East Bend, NC

"The teachers make it fun and teach me in ways that help me to learn. School is great — it's not torture anymore."

— Bryce Larison, age 10

"Greenhills has taken the weight of the world off our shoulders. I truly do not know where we would be if it weren't for this school. It has literally changed our lives and we will be forever thankful."

— Mrs. Cindy Ginther,  
mother of Griffin and Gunnar Ginther, ages 10 and 13.



## Small Class Size

Greenhills' average class size is just six students. With a small class size, teachers are able to individualize instruction in ways not possible in larger classrooms.

With these special accommodations, students master concepts of their grade level in science, social studies and literature, as well as make tremendous gains in their reading, writing, spelling and math. Achieving academic success also means a strong self esteem, which is a wonderful part of the Greenhills experience.

## Personal Attention

Greenhills' approach to teaching is individualized so that each student receives the maximum amount of attention possible to ensure success. Greenhills has a faculty of dedicated professionals who believe in their students' talents, skills and abilities. This student-centered focus builds self-confidence in all students and is an amazing catalyst in the journey to literacy.

Greenhills School is one of 12 schools nationwide that are either accredited or are formal candidates for accreditation and the only school in the state that is an accredited training site for a teacher education program for The Academy of Orton-Gillingham Practitioners and Educators.

### Did you know these famous people are dyslexic?

Robin Williams  
Keanu Reeves  
Jay Leno  
Tom Cruise  
Whoopi Goldberg  
John Lennon  
Albert Einstein  
Leonardo daVinci  
Pablo Picasso  
Alexander Graham Bell  
John F. Kennedy  
Winston Churchill  
Thomas Jefferson  
Nelson Rockefeller  
Agatha Christie  
Woodrow Wilson  
F. Scott Fitzgerald



Annual Jog-a-thon to raise money for school operations.



# Q&A

## **Q. How do I know if my child is dyslexic?**

Clues that dyslexia is the cause of your child's academic problems include difficulty with spelling when writing sentences, sometimes writing or reading "d" for "b", "p" for "q" or "form" for "from," difficulty with legible handwriting or cannot remember what individual words look like by sight alone. If you suspect your child is dyslexic, a licensed psychologist can provide a psycho-educational evaluation, which will give you the answers you need.

## **Q. How is Greenhills' program different from what public schools offer?**

Most of the students at Greenhills started their education in the public school system and received Learning Disability (LD) services. Unfortunately, these students didn't make significant academic progress because of the limited amount of time special services were offered, large class size or inadequate teaching methods. Greenhills academic program teaches students to read close to or above grade level and at the level of their abstract thinking ability within two to four years. One of the reasons this tremendous milestone can be achieved is due to the **Orton Language Therapy program** and ground-breaking work of Dr. Samuel Orton and Mrs. June Orton, which Greenhills uses in its daily curriculum.

## **Q. How does The Orton Language Therapy program work?**

The program, which uses the instructional name of Orton-Gillingham, has two key elements; one is the careful analysis of the English language and the other is the student's multisensory response to this information.

The program provides students with a clear understanding of language rules, from basic phonetics to sophisticated concepts of word structures and derivations. It is important for dyslexic students have an orderly, systematic way of working out words for both reading and spelling. A daily, written phonics drill is

based on an alphabetic approach to language retraining that ties together the visual, auditory and kinesthetic pathways of the brain. By learning these rules in the Orton-Gillingham daily therapy class, students are given tools to use language effectively in literature, composition and in other subjects. Because the student is using all senses at the same time to learn — the visual (see it), the auditory (say it) and kinesthetic (feel it) — a more thorough understanding of language is created.

## **Q. Will my child be learning what is taught in public schools?**

Course offerings contain the same range of content areas available in public schools. **The Basic Education Plan of North Carolina** is implemented through the goals and objectives of the Standard Course of Study. It is followed in each subject except reading, which follows the Principles of Instruction for Written Language of the International Dyslexia Association. High school North Carolina End-of-Course tests are given and students meet the N.C. curriculum standards for a high school diploma.

## **Q. What does Greenhills have to offer that other schools don't?**

The educational program follows a clinical, medical model adopting the twelve principles of the International Dyslexia Association and The Academy of Orton-Gillingham Practitioners and Educators (The Academy) for oral and written language development. These principles state that instruction should be individualized, multidisciplinary and multisensory. The letter-sound system of the English language must be taught both synthetically and analytically in a sequence that is systematic and cumulative. The teaching must be done in a way that allows the student to understand the reasons for what he or she is learning, so that teaching is cognitively based. Finally, teaching must be emotionally sound with the development of the student's ability to communicate the paramount goal.



## Greenhills School Facts

### Educational Goals

- Remediate the written language (reading, writing and spelling) and mathematics skills of academically underachieving students.
- Teach concepts and problem-solving ability in math, science, geography and social studies
- Develop skills, a healthy body and good sportsmanship through active participation in physical education activities.
- Cultivate talent in the fine arts by providing instruction that taps students' creativity.

### Accreditations & Memberships

IMSLEC has accredited the Orton MSL Instructor Training Course of Greenhills School at the Teaching Level and Instructor of Teaching Level, 1999, reaffirmed 2002. (International Multisensory Structured Language Education Council)

AOGPE has accredited Greenhills School as a training site in the state for Orton-Gillingham training at the Subscriber and Associate Levels of Membership, 2005 (The Academy of Orton-Gillingham Practitioners and Educators).

Recognized by the North Carolina Department of Public Instruction, Exceptional Children Division as a Non-Public School that provides quality Exceptional Children Program Services to students with Specific Learning Disabilities placed either parentally or placed by a public Local Education Agency. 1996 ongoing.

Formal candidate for School accreditation by AOGPE, SACS/SAIS, 2005.

Memberships: Associate member of The North Carolina Association of Independent Schools, Associate member of The Southern Association of Independent Schools, Institutional member of The International Dyslexia Association and its NC Branch and The Learning Disabilities Association of America and its chapter, NCALD.

### Orton-Gillingham Language Development Program

Uses principles of instruction and content validated by National Institutes of Health-funded research studies as critical components of early reading instruction.

### Curriculum

Courses follow the goals and objectives of the North Carolina Standard Course of Study. Communications curriculum for reading, writing and spelling follows a clinical, medical model with the 12 Principles of The International Dyslexia Association.

### Class Size

The Orton-Gillingham class sections contain from two to four students. In other subjects, class size is based upon enrollment and may fluctuate between seven and eight students per class.

### School Class Placement

Class placement is both ungraded and by grade. Classes are grouped in the Orton-Gillingham and in the math classes based upon each student's achievement. English classes are placed in accordance with a student's level of skill. Social studies and science classes are grouped by grade level.

### Students

Grades one through ten. Over 250 students have studied at Greenhills School since 1990. The average stay for a student is two to three years, although many choose to stay longer.

### Admissions

Greenhills operates a "rolling admission" policy, which means we accept students into our program throughout the school year. Students are selected by the admission committee based upon their ability to benefit from the program. Applicants who are accepted will receive a contract to be signed and returned within two weeks of the acceptance date. An enrollment down payment is due concurrently with a signed contract.

### Contact Information

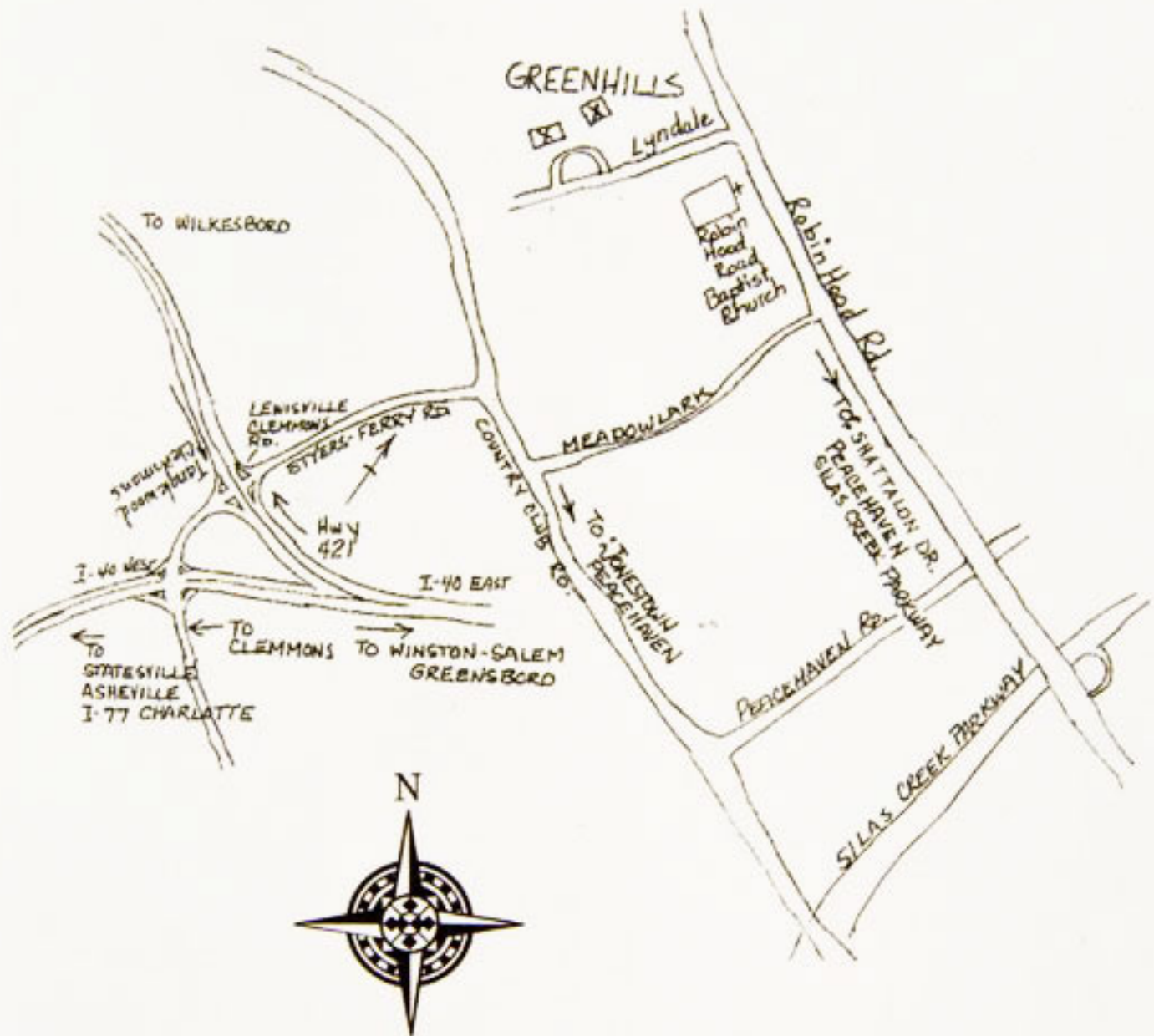
Marjory Roth, Head of School  
P.O. Box 15392  
Winston-Salem, NC 27113.  
Phone: 336-924-4908 • Fax: 336-924-8081  
Email: greenhills@alltel.net  
www.greenhillsschool.ws

## Mission

*Founded in 1990, Greenhills School is a day school for grades one through twelve for students with average to above average intelligence who have a diagnosis of development dyslexia or a Specific Learning Disability.*



# Greenhills School



## Location

Greenhills School is located at 1360 Lyndale Dr. on a six-acre site with two classroom buildings and a soccer field. Lyndale Rd. intersects Robinhood Rd. just west of Meadowlark and Olivet Church Roads. Greenhills is located two blocks south on Lyndale Dr.