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Background Sheet

Mission Statement

- Marburn Academy offers the finest education for children who learn differently. Its mission is to:
 - Enable students with learning differences to acquire the skills, self-knowledge and strength to succeed.
 - Serve as a resource to the community and to act as a catalyst to improve diagnostic and educational services available to people with learning differences.

Accreditation

- The State of Ohio has accredited Marburn Academy as an independent, not-for-profit, coeducational day school for primary through high school students.
- Marburn Academy is one of only eleven schools in the nation accredited by the Academy of Orton-Gillingham Practitioners and Educators, the accreditation body for schools that teach children with dyslexia.
- Marburn Academy holds the highest level of accreditation from the Independent Schools Association of the Central States (ISACS).
- Marburn Academy is an active member of:
 - Ohio Association of Independent Schools (OAIS)
 - Independent Schools of Central Ohio (ISCO)
 - National Association of Independent Schools (NAIS)

Overview

About Marburn Academy

- Since 1981, Marburn Academy has helped more than 2,000 students convert school from an experience of failure and defeat to one of success and hope.
- Marburn's programs are designed specifically to meet the needs of primary through high school students who:
 - Display average to superior intelligence
 - Struggle with the effects of dyslexia, attention deficit hyperactivity disorder (ADHD), or specific learning disabilities
 - Are free of primary behavioral or emotional issues

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- ❑ The effect of Marburn Academy's reading instruction is dramatic. Students can triple their rate of gain in reading skills when they enter the program - from approximately one-half grade level to one and one-half grade levels per year.
- ❑ Marburn Academy is the only school in central Ohio whose entire academic and extracurricular focus is to provide for the full range of unique learning and personal development needs of these bright children who learn differently.
- ❑ Marburn's goal is to remediate skill deficits that develop when children with learning differences are taught with conventional methods.
- ❑ Students from more than 25 central Ohio communities currently attend Marburn Academy.
- ❑ Many students spend two to four years at Marburn and then transition back to conventional classrooms in public or private schools prepared to succeed.
- ❑ Marburn has established an outstanding track record. National statistics show that an average of 35 percent of children with learning disabilities drop out of school. By contrast, virtually all of the students who have attended the academy over the past 23 years have graduated from high school.
- ❑ In the past 7 years, 100 percent of Marburn graduates have been accepted at two-and four-year colleges and universities. National statistics show that only 14 percent of learning disabled students pursue a higher degree.
- ❑ Marburn is one of only 28 schools in the nation listed as a resource in the groundbreaking book *Overcoming Dyslexia* by Yale University neuroscientist Dr. Sally Shaywitz.
- ❑ Students receive individual attention in small classrooms, with a teacher/student of eight to one.
- ❑ Teachers who truly understand and who are passionate about teaching children with learning differences create a uniquely supportive, success-oriented learning environment.
- ❑ The program sets individual goals for each student, offers plenty of positive reinforcement, and measures progress by improvement as well as mastery.
- ❑ As a nonprofit organization, Marburn Academy raises approximately \$350,000 per year to fund scholarships for students whose families cannot afford to pay full tuition and to implement programs.
- ❑ About 65 percent of the students attending the academy receive tuition assistance, often consisting of a direct scholarship grant combined with a low-interest, deferred payment, tuition loan administered by the school.

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Learning differences, not disabilities

- ❑ Children with learning differences display average to superior intelligence but have a neurological or “wiring” difference that might create difficulty with spoken and written language, self-control or attention.
- ❑ “Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.” *The National Institute of Child Health and Human Development (NICHD) adopted this definition in 2002.*
- ❑ Children with learning differences have a slightly dissimilar neurological (brain) structure compared to children who learn in conventional ways, according to research conducted by the National Institutes of Health, Yale University, and other authoritative health and educational institutions worldwide.
- ❑ About a quarter of all school children have some form of learning difference:
 - dyslexia affects about twenty percent of the population, or one child in five, according to Yale University research.
 - attention deficit hyperactivity disorder affects about three to five percent of the school age population, according to the National Institutes of Health.
- ❑ Many prominent scientists, artists, business executives, actors, politicians and other leaders have struggled with learning differences. Examples include Albert Einstein, General George Patton, Winston Churchill, and Charles Schwab, to name just a few.
- ❑ Marburn Academy operates on the philosophy that the primary disability facing children with learning differences is one of teaching method rather than learning ability.
- ❑ When given individual attention and taught using appropriate methods, these children can compete with or even surpass their peers who thrive in conventional classrooms.

History

- In 1981, a visionary group of parents, educators and civil leaders saw that central Ohio needed a school offering effective instruction for children experiencing learning difficulties in traditional school programs. Marburn Academy opened that year with 12 students.
- Since then, the school has expanded to an average full-time enrollment of over 100 students in first through twelfth grades.
- The founders created Marburn with a dual mission of teaching students on the school campus and acting as a partner to other schools and parents in the region.
- Marburn's goal is to act as a catalyst for change in improving the education available to people with learning differences.
- Marburn's professional training programs reach more than 2,000 educators and parents annually.
- In a typical year, Marburn Academy provides in-service training to the faculties of public and independent schools, preschools, and pediatric/psychologist practices.
- In June, 2008, Marburn Academy will again offer an intensive six-week Orton-Gillingham Basic Tutor Training Course, which teaches professionals to use a direct, multi-sensory, systematic approach to language instruction.

Programs

School Curriculum

- ❑ The dual focus of Marburn's curriculum puts equal emphasis on restoring skills in reading, writing, spelling, math, organization and self-management, while simultaneously providing challenge and growth in areas of strength.
- ❑ Marburn Academy offers small classes with individualized goals for each student.
- ❑ The curriculum employs state-of-the-art teaching methods specifically designed for remediating learning differences, featuring non-traditional, multi-sensory teaching approaches.
- ❑ Marburn Academy employs standardized achievement testing to establish baseline performance levels, to set goals, and to document progress.
- ❑ Grading and progress reports indicate degree of progress as well as degree of mastery.
- ❑ Classes at Marburn Academy employ hands-on, multi-sensory teaching methods that integrate kinesthetic, tactile, concrete, and experiential components with auditory and visual modes.
- ❑ Marburn Academy teaches the critical problem-solving and thinking skills necessary for success in the 21st century by structuring science and social studies classes so that students are using those skills while they are learning content.
- ❑ Classes are grouped for math and language remediation according to students' instructional needs.
- ❑ Marburn's enrichment program rounds out the curriculum, giving youngsters opportunities to discover talents, cultivate strengths, and to earn respect for their accomplishments.

Orton-Gillingham

- ❑ The Orton-Gillingham approach to teaching reading is internationally recognized as the method of choice for remediating dyslexia and has been validated by research at the federal government's National Institute of Child Health and Human Development (NICHD) as one of the most effective methods for reading instruction.
- ❑ The approach was developed by:
 - *Samuel Torrey Orton (1879-1948)*, a neuropsychiatrist and pathologist, pioneered the scientific study of reading failure and related language processing difficulties. As early as the 1920s, his extensive study of children with language-processing difficulties enabled him to develop a set of teaching principles and practices for these children.

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- *Anna Gillingham (1878-1963)*, a gifted educator and psychologist. Working with Dr. Orton, she trained teachers and published instructional materials.
- The Orton-Gillingham approach offers carefully sequenced, systematic, multi-sensory instruction followed by intensive practice of each detail of the sound/symbol system of the language. This approach has been validated by research through the NICHD.
- Marburn Academy is one of only eleven schools in the nation whose reading instruction program is accredited by the Academy of Orton-Gillingham Practitioners and Educators.
- Marburn language remediation teachers are required to complete extensive training in the Orton-Gillingham method of instruction.

Visual Mathematics

- All math remediation teachers are trained in Visual Mathematics, a proven system for teaching math concepts and problem-solving skills experientially.
- Developed at the Mathematics Learning Center at Portland State University, Visual Mathematics is a multi-sensory, experiential system for teaching numerical concepts, math skills, and quantitative reasoning to students who do not learn math abstractly.
- The system introduces concepts visually and experientially. Students explore the concepts in a verbally rich, language-intense atmosphere.

Visualizing and Verbalizing® Reading Comprehension Method

- Developed by Nanci Bell of Lindamood/Bell Learning Services, V/V™ provides a specific and highly effective remedy for persistent reading comprehension problems.
- Students learn to convert written language to mental images and then transform the images back into expressive language.

Making Meaning™ Reading Comprehension

- The Making Meaning™ curriculum features engaging, high quality juvenile fiction and nonfiction read-aloud books to explicitly teach comprehension strategies.
- Teachers model the strategies through use of “Think Alouds”, then direct the students in guided practice. Students then practice the strategies in individualized daily reading.

Marburn Academy Programs, Page 3

Self-Awareness Curriculum

- ❑ Marburn Academy's unique self-awareness curriculum teaches students to become proactive self-advocates and effective self-managers as they learn to overcome obstacles presented by their learning differences.
- ❑ All students participate in developmentally appropriate self-awareness classes.
- ❑ All Marburn Academy faculty members receive on-going training in self-awareness instruction.

Diagnostic Services

- ❑ Marburn Academy provides in-depth and detailed reading evaluations to central Ohio students who are in need of educational support and remediation planning.
- ❑ Marburn provides free “Early Reading Screenings” once a month for central Ohio children aged 5-7 years.
- ❑ This program allows central Ohio families to identify children who might be at risk for reading failure.

Other Programs

Enrichment Program

- ❑ A wide range of program offerings encourages all children to discover their gifts, and challenges gifted children to develop their talents.
 - Classes in studio arts, music, drama and multi-media technology foster creativity.
 - Weekly enrichment projects weave experiential learning into thematic study units.

Athletics

- ❑ Athletic programs help students develop the skills, self-knowledge, and strength of character they will need to succeed.
- ❑ This program encourages the participation of all students willing to dedicate time and energy to improving their skills.
- ❑ Intramural and interscholastic athletics build skills and teamwork.

Voyageurs

- ❑ The Voyageurs Outdoor Exploration Program encourages students to challenge themselves physically and mentally, build and strengthen relationships with teachers and other students, and acquire new skills and interests they might not develop in regular classroom settings.

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- ❑ Activities have included camping trips, hiking, biking trips, skiing, canoeing, climbing, horseback riding, and white water rafting.
- ❑ Voyageurs outdoor adventure trips stimulate personal growth and build confidence through mastery of exciting physical challenges.

Blue & White Activities

- ❑ These activities encourage friendly and fun competition to increase school morale and to promote social interaction.
- ❑ Examples include tie-tying contests, geography bees, and fund raisers.
- ❑ The competition culminates each year with a variety of activities on field day.

Music

- ❑ Students participate in music classes and performances based on an Orff-Kodaly music education system.

Studio Arts

- ❑ All students have an opportunity to participate in studio arts classes that foster creativity while promoting skill development, craftsmanship, and analytical ability.

Summer Programs

- ❑ Marburn Academy serves approximately 100 students between the ages of 5 and 14 through its annual summer programs.
- ❑ Marburn Academy's summer programs accept students with learning differences who are enrolled during the school year at traditional public and private schools.

Language Program

- ❑ The Marburn Academy Summer Language Program has produced dramatic results in helping hundreds of dyslexic students discover the joy of becoming successful readers and writers.
- ❑ Daily Language Curriculum Includes:
 - One-to-one language tutorial, using the Orton-Gillingham approach to language instruction;
 - Visualizing & Verbalizing® (V&V™) and Making Meaning™ for improving comprehension, retention, and vocabulary;
 - Composition, using word processing software on the computers to build fluency and improve creative use of language;
 - Computer laboratory work, featuring keyboarding instruction and practice, computer art, and desktop publishing of written compositions.

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Mathematics Program

- ❑ Specifically designed for children with math learning difficulties, this program emphasizes helping students develop a positive image of themselves as capable math learners.
- ❑ The curriculum enables students to develop math concepts and mathematical reasoning and to employ a variety of problem solving strategies.
- ❑ The math curriculum features:
 - Use of manipulatives and cooperative learning techniques to promote concept discovery and understanding;
 - High-interest, activity-based instruction;
 - Daily lab work featuring software designed to increase fluency with math facts.

Written Expression

- ❑ This program encourages students to find and articulate their unique voices as writers.
- ❑ A variety of exercises help students develop fluent and creative writing skills.

Phonemic Awareness

- ❑ Unique in central Ohio, this pioneering program employs the latest research to correct the deficits in phonemic awareness that are the most common causes of reading failure.
- ❑ The program serves children aged 5 to 6.

Tutoring

- ❑ Marburn Academy offers individual Orton-Gillingham tutoring services to currently enrolled students to accelerate their progress.
- ❑ This program also serves former Marburn students and the public.

Community Outreach

Parent Seminars

- ❑ Each year, Marburn Academy offers a series of seminars that are free of charge to parents of children with learning differences. These seminars are designed to acquaint parents with recent research and innovation in the field of education.
- ❑ Seminars to be offered in the 2007/2008 school year include:
 - September 4, 2007 - "Understanding Dyslexia and Solving Reading Problems"
 - October 9, 2007 - "Understand the Problems of ADHD Children"

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- November 6, 2007 - "Improving Self-Management Skills for Impulsive, Distractible and Disorganized Children"
- February 5, 2008 - "Why Wait for Failure? Early Identification, Early Intervention and Avoiding Reading Problems"
- March 4, 2008 - "Correcting Persistent Writing and Spelling Problems"
- April 8, 2008 - "ADHD Students and the Role of Medication"
- May 6, 2008 - "Overcoming Math learning Problems "Improving the Self-Management Skills of ADHD Children"

Speaker's Bureau

- Marburn Academy's Speaker's Bureau offers informational workshops on issues such as:
 - Teaching self-management to disorganized and impulsive children
 - Teaching reading to children with learning differences
 - Completing homework
 - Writing
 - Spelling
 - Mathematics
 - Intuitive vs. Non-intuitive learning styles.

Professional Training

- Each year, Marburn Academy trains central Ohio teachers in Orton-Gillingham tutoring.
- Marburn offers consultation and training for public school districts to comply with the federal No Child Left Behind mandates.
- Marburn offers faculty in-service training for other public and private schools throughout central Ohio.

Open Houses

- During the school year, Marburn Academy holds a monthly open house to welcome prospective families.
- Open houses generally feature presentations by administrators and a tour of the school facilities.
- Open houses last approximately two hours.
- Open house dates for the 2007-2008 school year are:
 - October 15, 2007, 7 p.m.- 9 p.m.

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- November 12, 2007, 7 p.m.- 9 p.m.
- February 10, 2008, 1 p.m.- 4 p.m.
- March 10, 2008, 7 p.m.- 9 p.m.
- April 14, 2008, 7 p.m.- 9 p.m.
- May 12, 2008, 7 p.m.- 9 p.m.

Facts about Learning Differences

Dyslexia

What is Dyslexia?

From the Merriam-Webster Online Dictionary:

- ❑ **Pronunciation:** dis-'lek-sE-□
- ❑ Function: *noun*
- ❑ **Etymology:** New Latin, from *dys-* + Greek *lexis* word, speech, from *legein* to say
- ❑ **Date:** circa 1888
- ❑ **Definition:** a disturbance of the ability to read; *broadly:* disturbance of the ability to use language.

Facts about dyslexia:

- ❑ Deficits in phonemic awareness and phonological processing have been established as core deficiencies in dyslexia
- ❑ Phonemic awareness and phonological processing depend upon the ability to segment words and syllables into individual sound units (phonemes).
- ❑ Children with dyslexia may have difficulty with different forms of language, including reading, writing and spelling.
- ❑ Difficulty with language extends to all areas of life.
- ❑ People must use words to speak, read, spell, and write, as well as in mathematics and in organizing, understanding, and expressing thought.
- ❑ Without fluency in language, children often fail to obtain the essential skills needed to master other academic disciplines.
- ❑ Dyslexia has its origins in human biology and commonly runs in families.
- ❑ Dyslexia is not the result of neurological damage or developmental delay.
- ❑ It can range from mild to severe.
- ❑ The most powerful program for teaching children with dyslexia consists of a combination of explicit instruction in phonemic awareness, explicit instruction in sound-symbol relationships (phonics), and direct and integrated instruction in text reading and comprehension.
- ❑ Children with dyslexia typically fall in the average to gifted range of intelligence. They are *bright children who learn differently*.

Marburn Academy Facts About Learning Differences, Page 2

Research on Dyslexia

- ❑ National Institutes for Child Health and Human Development (NICHD) population-based, epidemiological longitudinal studies indicate that 20 percent of all school children, or one child in five, experiences reading disability (dyslexia).
- ❑ Assessments by the federally funded National Assessment of Educational Progress (NAEP) place reading failure at even higher levels, ranging from 20 percent in some states to 59 percent in others.
- ❑ That means 10 million children currently experience significant difficulties learning to read well enough to read for learning and enjoyment.
- ❑ About 2.8 million students currently receive special education service for learning disability in the public schools. Thus, only 25 percent of the students with a reading disability receive special education services. (Source: US Department of Education)
- ❑ Thirty-two percent of the fourth grade children across the nation who were reading below the basic levels were from homes where the parents had graduated from college. This statistic contradicts the common assumption that reading failure can largely be attributed to poverty, immigration, or the learning of English as a second language.
- ❑ As many girls as boys have difficulties learning to read. While public schools identify approximately four times as many boys as girls with reading disability, NICHD studies show that as many girls manifest reading disability as boys.
- ❑ Despite substantial increases in funding, the availability of services for students with learning disabilities in the public schools has actually declined. In 1977, there were 18 students with learning disabilities per special education teacher serving them through the public school system. In 1994, there were 26 students with learning disabilities per special education teacher. (Source: National Center for Education Statistics)
- ❑ NICHD studies show reading disability (dyslexia) to be a persistent deficit rather than a developmental lag in linguistic (phonological) skills and basic reading skills. Longitudinal studies show that of the children who are diagnosed with reading disability in the third grade, 74 percent remain disabled in the ninth grade.
- ❑ Some youngsters can read a word only once to recognize it again with greater speed. The average child needs between four and 14 exposures to automatize the recognition of a new word. Students with reading disability typically require 20 or more exposures.

Identifying Dyslexia

- ❑ The best predictor of reading ability/disability from kindergarten and first grade test performance is phoneme segmentation ability.

Marburn Academy Facts About Learning Differences, Page 3

- ❑ The ability to read and comprehend depends upon rapid and automatic recognition and decoding of single words.
- ❑ Slow and inaccurate decoding in the early years are the best predictors of later difficulty in reading comprehension.

Risk Factors

- ❑ A family history of reading/spelling difficulty
- ❑ A parent, grandparent, aunt, uncle or older sibling who has reading problems.
 - Approximately 40 percent of children with such a family history experience reading problems in school.
 - Only five percent without such a history have reading problems.
- ❑ A history of chronic ear infection (*otitis media*) in the first three years
- ❑ Intermittent hearing impairment due to frequent ear infection can reduce ability to discriminate individual sounds in spoken words.

Preschool Warning Signs

- ❑ Delayed development of oral language. Begins talking late.
- ❑ Lacks clear speech or full sentences by age 3.
- ❑ Mispronunciation of common words persists at age 4 or 5.
- ❑ Limited vocabulary or word finding problems.
- ❑ At age 5, lacks mastery of such items as color names. Often uses vague substitute terms like “thing” or “stuff” for simple or familiar nouns.

Primary Grade Warning Signs

- ❑ Trouble holding verbal information in short term memory.
- ❑ Difficulty remembering and immediately repeating a full sentence.
- ❑ Difficulty remembering enough to retell a story just read aloud.
- ❑ Unaware of or can't manipulate individual sounds in words.
- ❑ Can't detect rhyming words; can't create rhyming pairs; can't tell if the first sound is the same or different in word pairs.
- ❑ Delays in learning letter names and sounds.
- ❑ Difficulty memorizing letter names in kindergarten.
- ❑ Can't recite alphabet without singing it in first grade.
- ❑ In second grade, can't name letter that makes the first sound in a word.
- ❑ Can't distinguish difference between sound of short “i” and short “e.”

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- ❑ Problems writing certain letters persist in 3rd grade.
- ❑ Confuses b/d. Reverses "S" or "N" or "3."

Later Elementary Grade Warning Signs

- ❑ Poor at sounding out (decoding) individual words that have not been memorized.
- ❑ Reading aloud is slow, labored, and includes many incorrect pronunciations.
- ❑ Even if text is read correctly, comprehension and retention of the author's intended meaning is poor or nonexistent.
- ❑ Persistent spelling problems.
- ❑ Frequent errors in capitalization, punctuation and usage rules in writing.
- ❑ Seeks to avoid reading, writing, spelling activities.

Early Intervention

Early intervention is a key to successful remediation of children with dyslexia. Children who display warning signs should undergo a language and reading assessment.

Early Reading Screening

- ❑ If warning signs indicate a possible problem, an early reading screening can be administered as early as four and a half years of age.
- ❑ Depending upon thoroughness, screening should take from 15 to 30 minutes.
- ❑ At a minimum, a screening should assess phonemic awareness, phonological processing, and rapid naming.

Reading Assessment

- ❑ If a screening indicates deficits, the child should undergo a thorough reading assessment. This assessment may take up to three hours. It should include the following elements:
 - A developmental, medical, behavioral, academic and family history
 - In-depth measures of skills with oral language such as phonological processing, phonological memory, and rapid naming
 - Age appropriate tests of skill levels in reading, writing, spelling, including single word decoding of both real and nonsense words, oral reading fluency, silent reading rate and comprehension, vocabulary knowledge, dictated spelling, sentence writing, and handwriting
- ❑ Such assessments can be obtained privately.

Marburn Academy Facts About Learning Differences, Page 5

Research on Early Intervention

- ❑ NICHD studies have established the importance of early identification and intervention with children at-risk for reading failure. Procedures now exist to accurately identify such children.
- ❑ Phonemic awareness skills assessed in kindergarten and first grade serve as the best predictors of difficulties learning to read.
- ❑ NICHD has demonstrated that a test that takes only 15 minutes to administer will measure phonemic awareness skills as early as the beginning of kindergarten, and will predict with approximately 92 percent accuracy who will have difficulty learning to read.
- ❑ Deficits in phonological processing can be identified in late kindergarten and first grade, and the presence of these deficits is a strong indicator that difficulties in learning to read will follow.
- ❑ NICHD estimates that the average cost of assessing each child during kindergarten or first grade with the effective predictive measures is approximately \$10 to \$15, including materials.
- ❑ NICHD studies demonstrate that for 85 to 90 percent of poor readers, prevention and early intervention programs that combine instruction in phoneme awareness, phonics, spelling, reading fluency, and reading comprehension strategies provided by well-trained teachers can increase reading skills to average reading levels.
- ❑ Forty-four percent of parents who noticed their child exhibiting signs of problems with learning waited a year or more before acknowledging their child might have a serious problem. (Source: Roger Starch Poll: Measuring Progress in Public and Parental Understanding of Learning Disabilities).

Attention Deficit Hyperactivity Disorder

Facts about ADHD

- ❑ Children with ADHD typically display inattentive, hyperactive and/or impulsive behavior that interferes with their ability to participate in the classroom, stay on task and complete assignments.
 - Children who are inattentive have a hard time keeping their mind on any one thing and may get bored with a task after only a few minutes.
 - Children who are hyperactive always seem to be in motion. They can't sit still and may feel constantly restless.

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- Children who are overly impulsive seem unable to curb their immediate reactions or think before they act.
- Any child may show inattention, distractibility, impulsivity, or hyperactivity at times. However, a child with ADHD shows these symptoms and behaviors more frequently and severely than other children of the same age or developmental level.
- ADHD occurs in three to five percent of school age children. ADHD can continue into adulthood.
- ADHD runs in families, with about 25 percent of biological parents also displaying this learning difference.
- Children may show inattention and distractibility without hyperactivity. These children have attention deficit disorder, or ADD, without hyperactivity.

Identifying ADHD

- A child with ADHD often shows some of the following behavior:
 - Trouble paying attention
 - Inattention to details and makes careless mistakes
 - Easily distracted
 - Loses school supplies, forgets to turn in homework
 - Trouble finishing class work and homework
 - Trouble listening
 - Trouble following multiple adult commands
 - Blurts out answers
 - Impatience
 - Fidgets or squirms
 - Leaves seat and runs about or climbs excessively
 - Seems "on the go"
 - Talks too much and has difficulty playing quietly
 - Interrupts or intrudes on others
- Because everyone shows signs of these behaviors at one time or another, the guidelines for determining whether a person has ADHD are very specific. In children and teenagers, the symptoms must be more frequent or severe than in other children the same age.
- In addition, the behaviors must create significant difficulty in at least two areas of life, such as home, school, work or social settings. The behaviors must be present for at least six months.

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- ❑ Only a licensed professional, such as a pediatrician, psychologist, neurologist, psychiatrist, or clinical social worker, can make the diagnosis that a child has ADHD.
- ❑ A child presenting ADHD symptoms should undergo a Multi-Factored Educational Evaluation, which includes an assessment of IQ as well as a more thorough examination cognitive processing and physical capacities.
- ❑ These evaluations can be obtained privately or through the student's local public school in accordance with state and federal statutes.
- ❑ In addition, a physician should examine the child to rule out medical conditions such as hearing loss or hyperthyroidism that could cause this behavior.

Teaching Students with ADHD at Marburn Academy

- ❑ Marburn Academy offers a uniquely supportive, success-oriented academic environment for students with ADHD.
- ❑ Marburn's curriculum provides ample opportunity for hands-on activities and movement.
- ❑ Teachers use instructional techniques tailored to the individual needs of each student.
- ❑ Marburn's curriculum helps students improve self-management skills, including concentration, organization and behavior management.
- ❑ Multi-sensory, kinesthetic, tactile and concrete teaching methods improve the students' level of engagement and ability to focus.
- ❑ Marburn Academy does not admit students who have severe behavior problems that would interfere with classroom management.

Research on Learning Differences

- ❑ Since 1985, the National Institute of Child Health and Human Development (NICHD) has conducted over \$100,000,000 of Congressionally funded research into the nature of learning disabilities and reading problems.
- ❑ Studies of treatments are long term and typically last at least one year with one to three years of post-treatment follow up. In some studies, children's growth in reading has been observed from five years of age until 23 years of age.
- ❑ To date the studies have involved over 50,000 children, and leading researchers at 18 research sites (including such institutions as Harvard, Yale, Johns Hopkins), and have published over 2,000 refereed journal articles in the language and reading research program.
- ❑ Almost 22,000 good readers have participated in the investigations, many for as long as 12 years.

Marburn Academy Facts About Learning Differences, Page 8

- ❑ A major focus has been to understand why many children do not learn to read. Within this context, 12,641 individuals with reading difficulties have been studied, for as long as 12 years.
- ❑ Over 7,500 children at 11 sites in U.S. and Canada have participated in long-term studies focusing on reading failure prevention, early intervention, and remediation.
- ❑ About 3,600 children are currently enrolled in longitudinal intervention trials in nine states. These studies involve the participation of 1,012 classroom teachers, working in 266 schools and 985 classrooms.
- ❑ Thirty-five percent of children with learning disabilities drop out of high school. This is twice the rate of students without learning disabilities. (Source: National Longitudinal Transition Study)
- ❑ Of students with a learning disability who do graduate from high school, less than two percent attend a four-year college, despite the fact that many are above average in intelligence. (Source: National Longitudinal Transition Study)
- ❑ Several studies have shown that between 50-60 percent of adolescents in treatment for substance abuse have learning disabilities. (Sources: Hazelden Foundation; NICHD)
- ❑ When eighth graders were asked about their educational aspirations, 17.8 percent of students with learning disabilities expected to complete some high school or graduate. (Source: National Center for Education Statistics)
- ❑ Only 14 percent of students with learning disabilities (compared to 53 percent of students in general population) have attended a post-secondary school program within two years of leaving high school. (Source: National Longitudinal Transition Study)
- ❑ Numerous studies of incarcerated youth and adults have reported the incidence of significant reading failure among this population to be from 50 percent to above 80 percent.

Biography

Earl Oremus, Headmaster

As headmaster, Earl Oremus has guided the curriculum and development of Marburn Academy since 1988. He has more than 35 years of experience as a teacher and administrator in independent schools.

After earning certification as an Orton-Gillingham Language Disabilities Therapist in 1979, Oremus has devoted his career to teaching children with learning differences. In addition to his position as Marburn Academy Headmaster, he has worked as a tutor, language skills specialist, learning style specialist, classroom instructor and program designer. He has also taught English, history, and computer writing.

Before joining Marburn Academy, he served three years as the founding Head of Sayre Middle School in Lexington, KY and six years as Academic Dean at Purnell School, Pottersville, NJ. He had previously acted as Head of St. George's School Summer Language Training Program in Newport, RI, director of the computer writing program at Tufts University Summer Learning Program in MA, and as the co-founder and operator of Wilderness Canoe Base, a summer adventure education program based in Ely, MN.

For the past 20 years, Oremus has trained other educators in methods of teaching children with language-based learning differences. He was an instructor for the Harvard Graduate School of Education Summer Institute, *New Tools: Computer Technology in the Special Needs Curriculum* and served as an adjunct instructor for learning disabilities education at Lesley College, MA.

Oremus is a nationally recognized authority on solving reading problems. He has consulted, trained and presented programs for professional organizations and faculties of more than 100 private and public schools in ten states.

Oremus holds a Masters of Education degree from Harvard University and a Bachelor of Arts degree in English literature from the University of Kentucky.

He is the past president of the Central Ohio Branch of the International Dyslexia Association; board president of Learning Disabilities Network; former board member of Impact Media Services, Inc., Atlanta, GA; board member of Lexia Learning Systems, Inc., Lincoln, MA; and former board member of the Scottish Rite Children's Learning Center in Columbus, OH.

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