Think-Top
Educational Institute
Orton-Gillingham Reading Clinic

PARENT BOOKLET · 2026

Understanding your child's reading programme.

A guide to the Orton-Gillingham Reading Clinic at Think-Top Educational Institute, led personally by Ms. Dumas.



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Before we talk about method, a word about your child.

Dear Parent,

If you are reading this, you are already doing the thing that quietly separates the children who go on to read well from the ones who do not. You are paying attention.

Reading is the single academic skill that every other subject depends on. When a child reads well, school becomes possible. When a child reads poorly, every other subject quietly suffers, and the child usually pays for it with their confidence.

At the Reading Clinic I work with your child personally, one to one, using the Orton-Gillingham method. The pages that follow explain what that means, how a session is run, how progress is measured, and what I will ask of you.

My commitment is simple. Your child will not be guessed at. They will be assessed, taught, and tracked, and you will know, in plain language, what they can do, what they cannot yet do, and what we are doing about it.



Krys-Darcelle Dumas

FOUNDER & LEAD EDUCATOR

The gap in reading.



Many bright, capable children arrive in Standard Two or Three with foundational reading gaps that were never closed in the infant years. They decode slowly, guess at unfamiliar words, and lose the meaning of a question before they reach the end of it.

A reading gap is never confined to Language Arts. A child who cannot read efficiently cannot access Mathematics word problems, Science, Social Studies, or an SEA paper, even when they understand the content perfectly well if it is read aloud to them.

Caught in the primary years, these gaps can still be closed. Left alone, they follow the child into secondary school and harden into a general academic difficulty.

Does this sound like your child?

Six signs we see most often in children who come to the Clinic.

- **Guesses at words** from the first letter or the picture.
- **Reads slowly** and tires quickly, even on short passages.
- **Spells the same word** differently on the same page.
- **Understands stories well** when read aloud, but struggles when reading alone.
- **Avoids reading aloud** or becomes upset at homework time.
- **Reads below** the expected level for their class.

*If any of these sound familiar, take the quick self-check at **check.thinktopinstitute.com** or book a diagnostic to find out exactly what is happening.*

TAKE THE SELF-CHECK →

What is Orton-Gillingham?



Orton-Gillingham is a structured literacy approach built for children who find reading and spelling difficult, including children with dyslexia-type profiles. Instead of asking a child to memorise whole words, it teaches how written English actually works, one small step at a time.

- **Structured and sequential.** Each skill is taught in a fixed order, and a new step begins only when the last one is secure.
- **Multisensory.** The child sees the letter, hears the sound and writes or traces it at the same time, so the sound-letter link is stored through several pathways.
- **Explicit.** Every rule is taught directly. Nothing is left for the child to guess.
- **Diagnostic and individual.** Each session is shaped by what your child did in the last one.

What happens in a session.



In the room

- Sound and letter-card drill, using sight, sound and touch together.
- Blending and decoding of new patterns, in a structured order.
- Spelling dictation of sounds, words and full sentences.
- Reading connected text for accuracy and fluency.
- Ms. Dumas records your child's progress in her internal tracker after every session.

Format and schedule

- Strictly one to one with Ms. Dumas, in person or online.
- 60 to 90 minutes per session, depending on your child's needs.
- Delivered in blocks of 8 sessions, once or twice a week.
- Online works where the child can be supervised at home during the session.

From first assessment to review.

The pathway every child follows at the Clinic.

1

Reading Diagnostic

Ms. Dumas personally assesses decoding, phonological awareness, spelling, fluency and comprehension. You receive a written Reading Diagnostic Report with clear findings and a placement recommendation.

2

Individual Plan

Ms. Dumas uses an internal progress tracker to record the phonograms, spelling patterns and fluency measures your child will work on, guiding each next step.

3

Clinic Sessions

Sessions run 60 to 90 minutes, once or twice a week, in blocks of 8.

4

Review at Session 8

Ms. Dumas completes a formal reassessment and written progress report, and together we decide the next step.

How we measure progress.

Progress in reading is measurable, and we track it in three ways.

The internal mastery tracker

Your child has a private mastery record held by Ms. Dumas. It records every concept introduced, every concept the child has begun to apply, and every concept they have demonstrated independent mastery of. We do not move a child forward on a single correct answer. Mastery is demonstrated repeatedly before a concept is treated as secure.

The 8-session review

At the end of every 8-session block, Ms. Dumas produces a written progress report. It states, in concrete terms, what your child has gained, what remains to be addressed, and what the next block will target.

What you see at home

The most important measurement is the one you make yourself. A child whose reading is improving will begin to read aloud with less hesitation, attempt unfamiliar words rather than skip them, and pick up books they would previously have refused. If you are not seeing this at home, tell us.

The Reading App from Think-Top Educational Institute.

Every clinic session continues at home.

Your 60 to 90 minute sessions in the clinic are where the teaching happens. The ten minutes a day at home is where it sets. Most reading programmes stop at the clinic door. The Reading App from Think-Top Educational Institute closes that gap: an Orton-Gillingham-aligned home practice tool built specifically for our Reading Clinic families, not a generic phonics game.

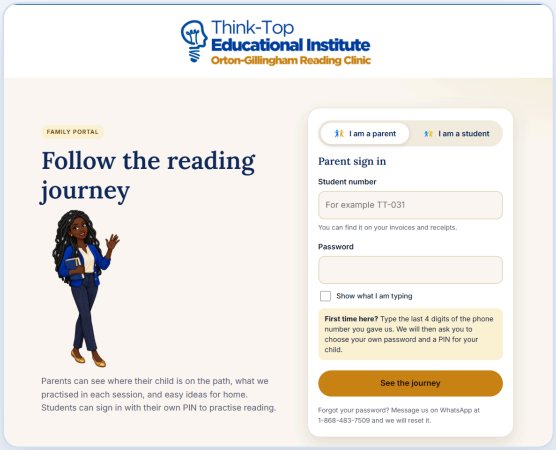
Home practice follows the clinic exactly: only the sounds already taught, in the order they were taught.

Every enrolled family receives access to a private parent portal that works on any phone or tablet. It shows your child's current place on the Orton-Gillingham journey map, the session notes and homework from each clinic visit, and the week's home practice laid out step by step, so you never have to guess what to do or worry that you are doing it wrong.

Sound and word recordings are in Ms. Dumas's own voice. Your child listens first, then repeats, exactly as they practised in the clinic. That consistency matters: children learn faster when home sounds match clinic sounds, and research in the Orton-Gillingham tradition is clear that daily short practice outperforms occasional long sessions.

What the App does.

- **Orton-Gillingham sequence preserved.** Exercises are generated only from sounds already introduced. Nothing appears before it has been taught.
- **Multi-sensory exercises.** Blending, segmenting, sight-word recognition and dictation, adapted for a phone or tablet.
- **Clinician's voice throughout.** Every audio prompt is recorded by Ms. Dumas, so home sounds match clinic sounds.
- **Automatic progress tracking.** The app updates as each home session is logged and feeds back into the clinic record.
- **Session notes and parent guidance.** After every visit, a parent-facing note explains what was covered and what to watch for at home.
- **No subscriptions, no app store.** Access is included in the clinic programme. The portal opens in any browser.



The parent sign-in at portal.thinktopinstitute.com

The Reading App from Think-Top Educational Institute is available exclusively to families enrolled in the Orton-Gillingham Reading Clinic. Access details are provided at enrolment.

What we ask of you.

Parents are the single most powerful variable in a child's reading outcome.

- **Bring your child consistently.** The cumulative nature of the approach makes regularity non-negotiable.
- **Read with them, not at them.** Fifteen minutes of shared reading, four evenings a week, will multiply the value of every session.
- **Use the Reading App daily.** Ten minutes of app practice between sessions is what makes the clinic work hold. Short and daily beats long and occasional.
- **Let them apply what they are being taught.** Resist the urge to supply the word when they pause. Prompt with the strategy they were given, not the answer.
- **Tell us what you see at home.** Improvements, regressions, new avoidance, new confidence. You see your child reading the back of a cereal box. We do not.
- **Trust the sequence.** We will sometimes work on patterns that look easier than what your child encounters at school. This is deliberate. The Clinic builds foundations the school assumed were already there.

Your questions, answered.

How long will my child need to be in the Clinic?

Every child is different, and dyslexia is lifelong, so no one can honestly promise a timeline. Progress is built over many sessions, with practice at home in between. We give a realistic estimate after the diagnostic and revise it openly at every review. The next two pages cover timelines and the research.

Will this conflict with what my child is being taught at school?

No. Orton-Gillingham works alongside school instruction. Where school teaches a strategy that we consider unhelpful, such as guessing from pictures, we quietly replace it with one that works. The code is the code, regardless of who teaches it.

Is this only for children with dyslexia?

No. Orton-Gillingham was originally designed for that profile, but its principles are sound for any child learning to read. We use it with children who were simply behind, children preparing for SEA, and strong readers whose parents want accuracy and stamina built to a higher standard.

Can my child do this online?

Yes, where the child can be supervised at home during the session. For younger children, or children who struggle to stay with a task, we recommend starting in person at the Institute and moving online later if it suits your schedule.

What if I do not see progress?

Tell us immediately. A genuine programme welcomes scrutiny. We would rather adjust the approach for your child than have you carry doubt for weeks. If, after honest adjustment, the Clinic is not the right fit, we will say so and refer you elsewhere.

How long will it take?

An honest answer, because no one can promise a timeline.

Dyslexia is lifelong

Dyslexia is a lasting difference in how the brain handles written language. Good teaching helps children read more accurately and with more confidence, and the difference itself stays. We do not promise a cure, and no one honestly can.

It takes time, and every child responds differently

In one study of 31 children with reading difficulties, 21 of them with a dyslexia diagnosis, children received 160 hours of one-to-one structured teaching over eight weeks. Their reading improved steadily, with the largest gains in decoding. Fluency and comprehension grew more slowly. Children varied a great deal in how much they gained, and the researchers did not follow them afterwards to see whether the gains lasted.

An 8-session block with Ms. Dumas is roughly 8 to 12 hours. Meaningful progress is built across several blocks, with regular practice at home in between.

What we do promise

We assess carefully, teach in a structured order, measure progress honestly and tell you what we see at every review. You receive a realistic estimate after the diagnostic, and we revise it as we learn how your child responds. If the Clinic is not the right fit, we will say so and refer you elsewhere.

Source: Donnelly, P. M., Huber, E., & Yeatman, J. D. (2019). Intensive summer intervention drives linear growth of reading skill in struggling readers. *Frontiers in Psychology, 10*.

What the research says.

Why structured literacy teaching is the approach to choose.

Structured literacy has the strongest support

When researchers compare the ways of helping children with reading disabilities, teaching that is explicit and systematic about how sounds and letters work comes out on top. A 2014 review pooled 22 randomised controlled trials, with about 1,900 children and teenagers. Systematic phonics instruction was the only approach whose benefit for both reading and spelling was statistically confirmed. Other popular approaches, such as coloured lenses, auditory training and fluency drills used alone, did not show the same benefit.

The leading dyslexia bodies agree

The International Dyslexia Association recommends structured literacy instruction for children with dyslexia: teaching that is explicit, systematic, cumulative and responsive to each child's errors.

Orton-Gillingham is structured literacy

Orton-Gillingham is the original structured literacy approach, and the Clinic is built on its principles. Each skill is taught directly, in a fixed order, and revisited until it is secure. Your child sees, hears, says and writes every sound. Every session is shaped by what your child did in the last one. These are the features the research supports.

Sources: Galuschka, K., et al. (2014). Effectiveness of treatment approaches for children and adolescents with reading disabilities: A meta-analysis of randomized controlled trials. *PLOS ONE, 9*(2). International Dyslexia Association, Structured Literacy position statement.

Why families choose the Clinic.

How it differs from extra lessons.

	EXTRA LESSONS	THE READING CLINIC
Starting point	The next page in the textbook.	A full Reading Diagnostic and a written report of your child's reading profile.
Teaching	More practice with what school is covering.	A structured, multisensory programme built on how written English works.
Who teaches	Varies from lesson to lesson.	Ms. Dumas personally, at every diagnostic and every session.
Tracking	General impressions.	Every sound, pattern and error recorded in a private mastery tracker.
Reporting	Occasional comments.	A written progress report at the end of every block of 8 sessions.
At home	Homework sheets.	A practice app in Ms. Dumas's own voice, and a note after every session.
Places	Often unlimited.	Limited, because Ms. Dumas teaches every child herself.

P

Pauline Solomon

★★★★★

GOOGLE BUSINESS PROFILE

“This programme that Think-Top Educational Institute is offering is not lessons. It's a programme designed to help your child understand the basic fundamentals of reading so they can become better readers.”

Where the method comes from

Orton-Gillingham was developed in the 1930s by a neurologist and an educator who saw that many children need reading taught explicitly, in order, using sight, sound and touch together. Page 15 shows what the research says about this kind of teaching.

What parents say.

Reviews from parents of children at Think-Top Educational Institute.

L **Ladonna Thomas-Noreiga**
★★★★★
GOOGLE BUSINESS PROFILE · LOCAL GUIDE

“My son is currently in Standard 3 and was struggling with his blends, word recognition which affected his reading fluency. … I truly recommend their service -- it genuinely works and builds your child confidence.”

K **Kareema Villaroel**
★★★★★
GOOGLE BUSINESS PROFILE

“I engaged Ms Dumas in the future of my daughter's reading capabilities. My experience thus far has truly shed a brighter light over the issues. I am grateful for the intense report and a charted way forward for the upliftment of my daughter's future.”

P **Pauline Solomon**
★★★★★
GOOGLE BUSINESS PROFILE

“This programme that Think-Top Educational Institute is offering is not lessons. It's a programme designed to help your child understand the basic fundamentals of reading so they can become better readers. … I'm so proud to say after 2 weeks my granddaughter is blending, she's confident, and not guessing her words.”

K **Kadélle Solomon**
★★★★★
GOOGLE BUSINESS PROFILE · LOCAL GUIDE

“The attention to every single detail was very refreshing and the feedback was very detailed. This area of learning is very scarce, so it was very heartwarming to find someone who understands not only the struggle of the child, but knows how the school system works.”

Fitting the Clinic into your child's week.

The questions parents ask us most about logistics.

Who it is for

Children from about 6 to 14 years old, from those who are simply behind to those who already hold a dyslexia diagnosis.

When and where

The Clinic runs during the day, from 8:00 a.m. to 2:30 p.m., in person at the Institute in St. Augustine or online. Online works well when your child can be supervised at home. Younger children and children who find it hard to stay with a task begin in person.

Your child's school

A letter is sent to your child's school informing them of the intervention, so that absences for sessions are accounted for.

Working with psychologists

If your child has a psychologist's report, Ms. Dumas reads it and plans around it. If you are unsure whether your child should be assessed, she can refer you to a psychologist. A report from a qualified psychologist is also what SEA concessions require.

The Reading Diagnostic

The diagnostic maps how your child reads and shapes the teaching plan. It is also needed for children who already have a dyslexia diagnosis. A formal dyslexia diagnosis comes from a psychologist.

Places are limited

Ms. Dumas teaches every child herself, so places are limited and booking early secures your child's slot. Questions are welcome on WhatsApp or at thinktopinstitute@gmail.com.

Fees.

Set out plainly, so there are no surprises.

Reading Diagnostic

$500 TTD

A personal assessment with Ms. Dumas and a written Reading Diagnostic Report with clear findings, an individual plan and a placement recommendation.

Reading Clinic session

$400 TTD
per session

One to one with Ms. Dumas, 60 to 90 minutes depending on what your child needs that day. Sessions run in blocks of 8, with a written progress report at the end of each block.

Booking sessions in advance

PACKAGE	TOTAL	PER SESSION	YOU SAVE
1 session	$400	$400	–
4 sessions prepaid	$1,500	$375	$100
8 sessions prepaid	$2,800	$350	$400

Securing your place

1 Book your diagnostic at thinktopinstitute.com/clinic-booking. Spaces are held on a first-paid basis.

2 Pay by bank transfer with your full name in the reference field. Ms. Dumas will send you the transfer details.

3 Send a picture of your receipt by WhatsApp to 1-868-483-7509 or by email to thinktopinstitute@gmail.com.

4 Your payment confirms your diagnostic slot.

Individual sessions can be rescheduled, based on Ms. Dumas's availability. Fees for services already delivered are not refunded, and you may withdraw at any time.

Meet Ms. Dumas.



Krys-Darcelle Dumas

FOUNDER & LEAD EDUCATOR

Ms. Dumas conducts every diagnostic and every Clinic session personally. She founded Think-Top Educational Institute in 2011 and has spent fourteen years teaching English Language and Literature at secondary level alongside a continuous private practice in primary literacy.

She is a published writer and holds a BA in Literatures in English with Linguistics from the University of the West Indies.

Credentials

- 14 years teaching English Language and Literature at secondary level
- 7 years tutoring Academic English Foundation courses at UWI
- Published writer
- 15 years teaching primary school children, including early literacy
- BA Literatures in English with Linguistics, UWI

Think-Top
Educational Institute
Orton-Gillingham Reading Clinic



Every child can learn to read.
One conversation starts the process.

Phone: 1-868-483-7509 · **WhatsApp:** message

Email: thinktopinstitute@gmail.com

Visit: 50 Dookiesingh Street, St. Augustine, Trinidad

Online booking: thinktopinstitute.com/clinic-booking

BOOK A DIAGNOSTIC