Missouri HB 1928/HB 2379 and SB 638 Were Signed into Law, How Can School Counselors Help?

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Center for READing
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Jay Nixon Signs Dyslexia Bill
June 22, 2016 at 2:00pm

HB 2379/SB 638
• HB 1928 sponsored by Rep. Eric Burlison
• SB 638 sponsored by Sen. Jeannie Riddle, Ryan Silvey and Kathryn Swan

HB 2379/SB 638
• By December 31, 2017 – DESE shall develop guidelines for the appropriate screening of students for dyslexia and related disorders and the necessary classroom support for students with dyslexia and related disorders. Such guidelines shall be consistent with the findings and recommendations of the task force created under section 633.420.
• In the 2018-19 school year and subsequent years, each public school, including each charter school, shall conduct dyslexia screenings for students in the appropriate year consistent with the guides developed by DESE.

HB 2379/SB 638
• In the 2019-19 school year and subsequent years, each school board of each district and the governing board of each charter school shall provide reasonable classroom support consistent with the guides developed by DESE.
• In the 2018-19 school year and subsequent years, the practicing teacher assistance programs established under section 168.400 shall offer two hours of in-service training provided by each local school district for all practicing teachers in such district regarding dyslexia and related disorders. Each charter school shall also offer all of its teachers two hours of training on dyslexia and related disorders.

HB 2379/SB 638
• Established the “Legislative Task Force on Dyslexia:”
  • The task force shall:
    • Meet at least quarterly and may hold meetings by telephone or video conference
    • Advise and make recommendations to the governor, joint committee on education, and relevant state agencies regarding matters concerning individuals with dyslexia, including education and other adult and adolescent services
  • Be comprised of 20 members

HB 2379/SB 638
• Dyslexia Screening:
  • A short test conducted by a teacher or school counselor to determine whether a student likely has dyslexia or a related disorder in which a positive result does not represent a medial diagnosis but indicates that the student could benefit from approved support.
What Can School Counselors Do?
- A lot!
- Become knowledgeable regarding issues related to dyslexia and its characteristics
- Become familiar with screening and evaluation tools
- Help teachers determine appropriate preventative and intervention strategies
- Understand the emotional and psychological issues related to dyslexia
- Be scientific about dyslexia! (misconceptions)

Help for Educators
- Educators have generally not been trained or exposed to the Science of Reading
- As a result, many teachers are frustrated and feel inadequate when trying to help their students who are experiencing reading failure
- Help these teachers understand the nature of dyslexia and its affects
- Assistive Technology
- Let teachers know that there are answers!

Help for Parents
- Parents usually are unfamiliar with dyslexia and are searching for answers.
- They may be misinformed
- Parents whose children have been diagnosed outside of the school system, frequently believe that their children must be provided with special education services
- However, dyslexia covers a broad spectrum.
  - IEP
  - 504 Plan
  - Student Improvement Team

Definition of Dyslexia
Dyslexia is a specific learning disability that is neurobiological 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 the growth of vocabulary and background knowledge.

Characteristics of Dyslexia
- Specific Learning Difference that is neurobiological in origin
- Difficulties with accurate and/or fluent word recognition
- Poor spelling and decoding abilities
- Results from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities
- Dyslexia can occur even with effective classroom instruction
- Secondary consequences may include problems in comprehension
- Reduced reading experience that can impede the growth of vocabulary and background knowledge.
**Demographic Characteristics of Children with Dyslexia**
- Affects at least 20% of our Nation’s Children
- 50% do not Graduate from High School
- At Risk for Parental Abuse
- More Likely to:
  - Have Poor Self-Esteem
  - Anxiety and Depression
  - Suicide Ideation
  - Substance Abuse
  - Be involved in the Juvenile Court System
  - Be involved in the Criminal Court System as Adults
  - May need Public Assistance

**Social as well as Academic Difficulty!**

**Successful Individuals with Dyslexia**
- Dr. Helen Taussig (founded the field of pediatric cardiology)
- Steven Spielberg
- Bella Thorne (actress, singer, model & dancer)
- Henry Winkler
- Jennifer Aniston
- Dav Pilkey (author of Captain Underpants)
- Cher
- Jack Horner (most famous paleontologist)

**Common Myths**
- Dyslexia affects boys more than girls
- Dyslexia is a visual difficulty
  - Letter reversing
- Individuals who are intelligent do not have dyslexia
- People with dyslexia cannot read
- Dyslexia will be outgrown
- If individuals with dyslexia would try harder, they would not have dyslexia
- Einstein had dyslexia

**Mathew Effects (Stanovich)**

**Why is Learning to Read so Difficult?**

Writing Systems
**Writing Systems**

**Alphabetic Principle**
- Understanding that letters represent speech sounds
- Understanding that there is a predictable relationship between these letters and sounds/phonemes
- This knowledge is critical to reading acquisition

**Transparent Writing Systems**
- There is a one-to-one relationship between the letters and the sounds that they represent
- Each letter represents ONLY one sound
- Each sound is represented by ONLY one letter
- Examples: Spanish, German, Scandinavian Languages, etc.
- Children learning to read transparent writing systems:
  - Begin later than children learning to read English
  - Are finished sooner

**Opaque Writing Systems**
- There may not be a consistent one-to-one relationship between the letters and the sounds that they represent
- There are approximately 44 phonemes in English
- Only 26 letters
- Some letters, therefore, represent several sounds

**The Problem Revisited**

**Opaque Writing Systems**
- One sound might be represented by several different letters (spellings):
  - For example:
    - /e/ sound:
      - “e (meter)”
      - “ee (street)”
      - “ea (heat)”
      - “e-e (athlete)”
      - “y (silly)”
      - “ie (believe)”
      - “ei (receive)”
      - “ey (money)”
      - “i (piano)”
    - /k/: “c,” “k,” “ck,” “ch” and “qu”
    - /g/: “g” and “j”
    - “eh”
    - “uw”
    - “ow”
    - “ow”
    - “oi”
    - “oy”
    - “ch”
    - “ng”
    - “zh”
    - “oo”
    - “hw”

**The Problem Revisited**

**Opaque Writing Systems**
- Some phonemes are represented by two letters (digraphs):
  - For example:
    - “sh” voiced “th” voiceless “th”
    - “ow” “au” “uw”
    - “oi” “oy” “ch”
    - “ng” “zh” “oo”
    - “hw”
Writing Systems

• Opaque Writing Systems
• Once all of the letter-sound correspondences have been acquired:
  • Then there is the issue of alternative spellings
  • French, German, Latin, Greek, and Danish contributed to English
  • The English writing system retained the spelling systems of these languages
• As a result, there can be several spellings for homophonic words:
  • e.g., “two,” “too” and “to,” “threw and through,” etc.

Screening and Identification Procedures for Dyslexia

Screening and Evaluations Have Different Purposes

<table>
<thead>
<tr>
<th>Screening</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are very short in length and time to complete (minutes)</td>
<td>Can be quite lengthy (hours or days)</td>
</tr>
<tr>
<td>Can be administered in groups or individually</td>
<td>Only administered individually</td>
</tr>
<tr>
<td>Administered by parents or teachers</td>
<td>Administered by trained specialists (e.g., school psychologist)</td>
</tr>
<tr>
<td>Used to determine risk status</td>
<td>Used to make decisions regarding diagnosis and for potential placement in special education</td>
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Screening Examples

- Dyslexia Risk Calculator
  - [https://apps.facebook.com/dyslexiarc/?__tn__=HHH-R](https://apps.facebook.com/dyslexiarc/?__tn__=HHH-R)
- IDA’s Dyslexia Screener for School-Age Children
  - [https://dyslexiaida.org/screening-for-dyslexia/dyslexia-screener-for-school-age-children/](https://dyslexiaida.org/screening-for-dyslexia/dyslexia-screener-for-school-age-children/)

Very Short Evaluation Example

- Brief Assessment of Reading for Kindergarten and Preschool Children (BARK)
- Advantage: Real data

<table>
<thead>
<tr>
<th>Task</th>
<th>Items</th>
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<tbody>
<tr>
<td>Word Deletion</td>
<td>4</td>
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<tr>
<td>Syllable Deletion</td>
<td>4</td>
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<tr>
<td>Phoneme Deletion</td>
<td>4</td>
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<tr>
<td>Silent-Rime Blending</td>
<td>4</td>
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<tr>
<td>Phoneme Blending</td>
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<tr>
<td>Phoneme Segmentation</td>
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<tr>
<td>Letter Knowledge</td>
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<tr>
<td>Word Knowledge</td>
<td>4</td>
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<tr>
<td>Word Building Knowledge</td>
<td>4</td>
</tr>
<tr>
<td>Spelling</td>
<td>4</td>
</tr>
</tbody>
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Evaluation Examples

- Wechsler Intelligence Scale for Children, 5th Ed.
  - WISC-V
- Woodcock Reading Mastery Tests, 3rd Ed.
  - WRMT-III
- Comprehensive Test of Phonological Processing, 2nd Ed.
  - CTOPP-2
- Gray Oral Reading Test, 5th Ed.
  - GORT-5
- Reading Screening (Online)
  - [www.ReadingScreening.org](http://www.ReadingScreening.org)
Evaluation: What CfR/CARRD Uses
Thorough evaluation should include measures of:
- Phonological Processing
- Letter Knowledge
- Letter Names and Sound-Letter Correspondences
- Reading, Spelling and Comprehension
- Attention
- Intelligence
- Psychological and Emotional Functioning

Information regarding:
- Presenting Difficulties
- Family History
- Development
- Behaviors observed at home and at school

The Solutions:
Prevention and Remediation

Prevention: Secret Codes
Kindergarten Reading Curriculum
And Intervention for Struggling Older Readers

Uses the Science of Reading
Creates a temporary transparent writing system
- Develops strong phonological processing abilities
- Develops strong understanding of the Code
- Prevents reading failure
- Can be used for interventions for older students
- By end of curriculum, students will:
  - understand the mechanics of reading
  - read 550 different words multiple times
  - spell each of the 550 words
  - read 80 different sentences multiple times
  - understand capitalization and punctuation
  - focus on comprehension
  - independently write sentences

Remediation
- Structured Language Programs
- Aspects of the Program:
  - Phonological Awareness
  - Sound-Symbol Association
  - Syllable Instruction
  - Morphology
  - Syntax
  - Semantics

Orton-Gillingham (O-G) Approach
- Personalized
- Language-based
- Multisensory
- Systematic and Structured
- Sequential, Incremental and Cumulative
- Diagnostic and Prescriptive
- Systematic Phonics
- Direct Instruction
- Applied Linguistics (morphemic, syntactic, semantic, grammatical)
- Feedback and Positive Reinforcement
- Cognitive
- Emotionally Sound
Approaches using O-G Methods

- Others programs using Multisensory Structured Language Programs:
  - Wilson Language Training
  - Alphabetic Phonics
  - The Association Method
  - Lindamood-Bell
  - The Herman Approach
  - Montessori and Sequential English Education Approach
  - Slingerland
  - Susan Barton

Remediation

Secret Codes
- Can also be used as an intervention

Intensive Interventions

Center for READing Approach
- Phonemic Discrimination (Short/Long Tasks)
- Letter Knowledge and Letter/Sound Correspondence
- Phoneme Synthesis
- Phoneme Analysis
- Vocabulary Development
- Sentence Reading
- Longer Discourse
- Spelling

For More Information

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