



LSHSA

Reading Disabilities & MSR

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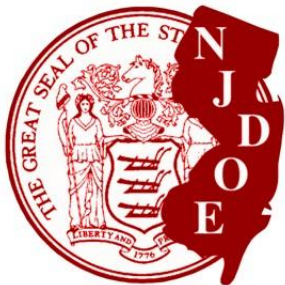
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Specific Learning Disabilities (SLD)

When provided with appropriate learning opportunities, children with specific learning disabilities do not achieve commensurate with age and ability level in one or more of the following areas:

- (1) Basic reading skills;**
- (2) Reading comprehension;**
- (3) Oral expression;**
- (4) Listening comprehension;**
- (5) Mathematical calculation;**
- (6) Mathematical problem solving;**
- (7) Written expression; and**
- (8) Reading fluency.**



Determining a Reading Disability

N.J.A.C. 6A:14, Special Education Code

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i. A specific learning disability can be determined when a severe discrepancy is found between the student's current achievement and intellectual ability in one or more of the following Reading areas:

- (1) Basic reading skills
- (2) Reading comprehension
- (8) Reading fluency

ii. A specific learning disability may also be determined by utilizing a response to scientifically based interventions methodology as described in N.J.A.C. 6A:14-3.4(h)6.

“Learning disabilities describes a condition of unexpected underachievement – in which academic performance significantly below what would be predicted from the individual’s talents and potential shown in other areas” (Smith & Tyler, 2009)

Evaluations Completed to Determine a Specific Learning Disability in the Area of Reading:

Psychological Evaluation

Ex: WISC-V or WJ-Cognitive

Educational Evaluation

Ex: WIAT-4 or WJ-IV

12. "Specific learning disability" means a disorder in **one or more of the basic psychological processes** involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions, such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

What does a Reading Disability Look Like?

Different for each individual learner



Can be a Combination of any/all of the following:

- Difficulty sounding out words
- Difficulty automatically recognizing sight words
- A lack of fluency when reading
- Difficulty comprehending what was just read
- Reading significantly below grade level

Two General Types of Reading Disabilities:

-Word Level Disabilities

- Decoding
- Automaticity

-Comprehension Weaknesses

- Impact of reading fluency
- Oral Language weaknesses



Scarborough's Reading Rope

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

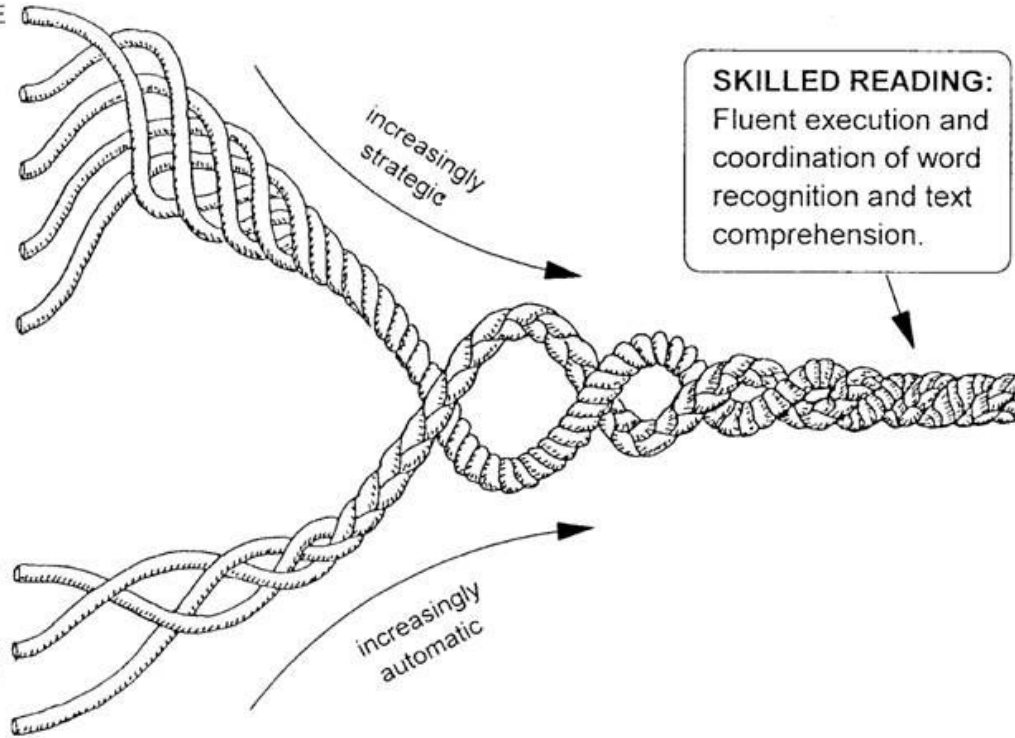
WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension.





Support for Students with Reading Disabilities

Phonological Awareness:

- listening games and activities
- modeled activities with manipulatives

Word Reading:

- sound and syllable patterns
- prefixes/suffixes

Fluency:

- repeated readings
- reading aloud
- reading poetry

Comprehension/Vocabulary:

- active reading strategies
- guided reading questions
- synonyms/real-life applications

The ABCs of MSR

Active learning

Based on research

Components of language taught

Multiple senses engaged

Structured, sequential, success-oriented

Readng and spelling skills



Multisensory Reading (MSR)



Multisensory Reading is an instructional approach to teaching reading:

- All special education teachers can use this approach for students that require it
- Developed to support students who have difficulties with basic reading and spelling
- Proven effective in small group and whole class instruction
- Focused on phonemic awareness, phonics, fluency, and vocabulary instruction

MSR Interventions: When are they needed?



Kindergarten - Grade 2:

- MSR strategies embedded in replacement reading instruction

Grade 3+ Students who are struggling to decode:

- Use variety of measures to determine areas of need (CST assessments, Gallistel-Ellis Test of Coding Skills, Phonological Awareness Profile (PAP), running records)
- Design MSR interventions to meet individual student needs



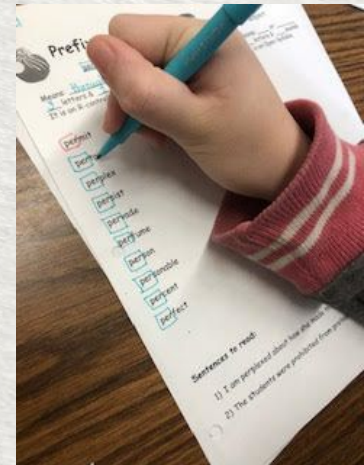
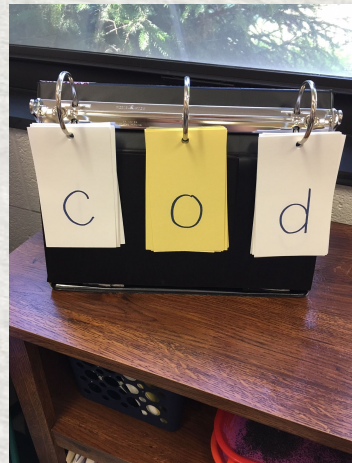
Components of MSR

Targeted instruction in basic reading and spelling skills through a multisensory structured-language approach

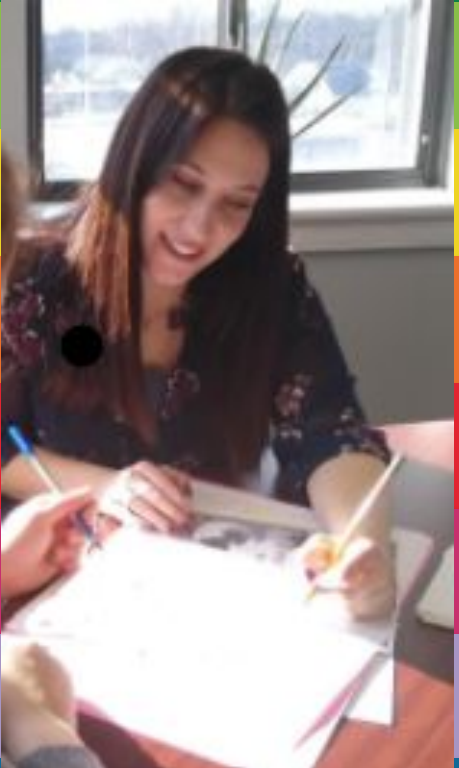
What is taught? Language	How is Language taught in MSR?
<ul style="list-style-type: none">● speech sound system (phonology)● sound/symbol association, the writing system (orthography)● structure of sentences (syntax)● meaningful parts of word (morphology)● relationships among words (semantics)	<ul style="list-style-type: none">● driven by student's individual goals● intensive direct/explicit instruction● systematic/sequential based on student's needs● multisensory● cumulative● extensive review● focused on gaining independence

MSR Sample Lesson Components

Kindergarten - Grade 5	Grade 6 - Grade 12
<p>Reading of Sounds Spelling of Sounds (Auditory) Phonemic Awareness or Morphological Awareness Blending Sounds Words for Oral Reading Spelling Dictation of Words and Sentences New Material Red Words Connected Text</p> <p>As needed: Fluency Activities</p>	<p>Reading of Sounds Spelling of Sounds (Auditory) Morphological Awareness Words for Oral Reading Spelling Dictation of Words and Sentences New Material Red Words Connected Text</p> <p>As needed: Blending Sounds Phonemic Awareness Fluency Activities</p>



Spectrum of Supports, Based on Needs



- Multisensory Reading Class: Direct Instruction
- Multisensory Reading Consultation: Support for Educational Staff to Support Students
- Staff Development: General and Special Education Coordination and Planning



Thank you!