



childmind.org

Socioemotional Health and Reading Disorders

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&

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Founded
in 2009

“The Child Mind Institute dares to imagine a world where
no child suffers from mental illness.”

-Brooke Garber Neidich, Chair, Child Mind Institute

Child Mind Institute

The **only independent nonprofit** organization
exclusively dedicated to transforming mental health care
for children everywhere.

To help children reach their full potential we must:

- Develop more effective treatments for childhood psychiatric and learning disorders.
- Empower children, families and teachers with the scientifically sound information they need.
- Build the science of healthy brain development.



The Child Mind Institute does not accept funding from the pharmaceutical industry.

Upcoming Events

For more
information,
please visit
[childmind.org/
workshop-series](http://childmind.org/workshop-series)



Sibling Rivalry: How to Keep the Peace at Home

Presented by David Anderson, PhD, Senior Director of the ADHD and Disruptive Behavior Disorders Center

Tuesday, March 10, 2015

7:00 PM



Identifying and Responding to Social and Emotional Issues in the Classroom

Presented by Matthew Cruger, PhD, Senior Director of the Learning Disorders Center

Tuesday, March 10, 2015

4:00 PM – 5:00 PM



Helping Students Cope with Adversity

Presented by Jamie Howard, PhD, Director of the Stress and Resiliency Center

Tuesday, April 7, 2015

8:30 AM – 10:00 AM

Outline

- HOW TYPICAL LD KIDS FEEL
- SIGNIFICANCE OF SOCIOEMOTIONAL HEALTH IN READING DISORDERS
- GRIT
- HOW DO WE FOSTER GRIT?

Reports on Fred

Teacher Reports:

- In math, Fred was described as a boy who “has the ability to be a good math student, but lack of focus and effort on his part prevent him. He rarely takes notes and during independent work it takes him longer to complete the problems in comparison to others. It is not a matter of the work being difficult, but rather there is no motivation on Fred’s part.”
- His science teacher stated, “he has shown himself to be a very capable student when he has chosen to be on task. Fred typically has done very well on tests. However, Fred sometimes has chosen to not be on task and has engaged in off-task behaviors at opportune moments.”

Reports on Fred

Teacher Reports:

- His Replacement Language Arts teacher stated, “Fred has a good grasp of concepts presented in class. At times, he displays good sentence and paragraph structure, correct use of punctuation, and creativity. Fred has the ability to be a capable writer, but he does not always display the proper motivation and work ethic to do so. Unfortunately, Fred needs to be refocused to the task often. He often engages in attention seeking behavior by calling out, asking off topic questions, or distracting other students. When reading, Fred will not properly sound out words, but it is difficult to decide whether this is a reading problem because he will laugh while it is happening and further distract fellow classmates. His reading tone will be in a whisper and inaudible to the rest of the class. Fred has good reading comprehension, but does not display this ability unless it is a graded assignment.”

Data on Fred

What one area would you like to review?

State Wide Tests

Attitude About School

Expressive Language

Math Performances

Learning Potential

Writing Abilities

Home Life

Reading Skills

Emotions

Attention

Drug Use

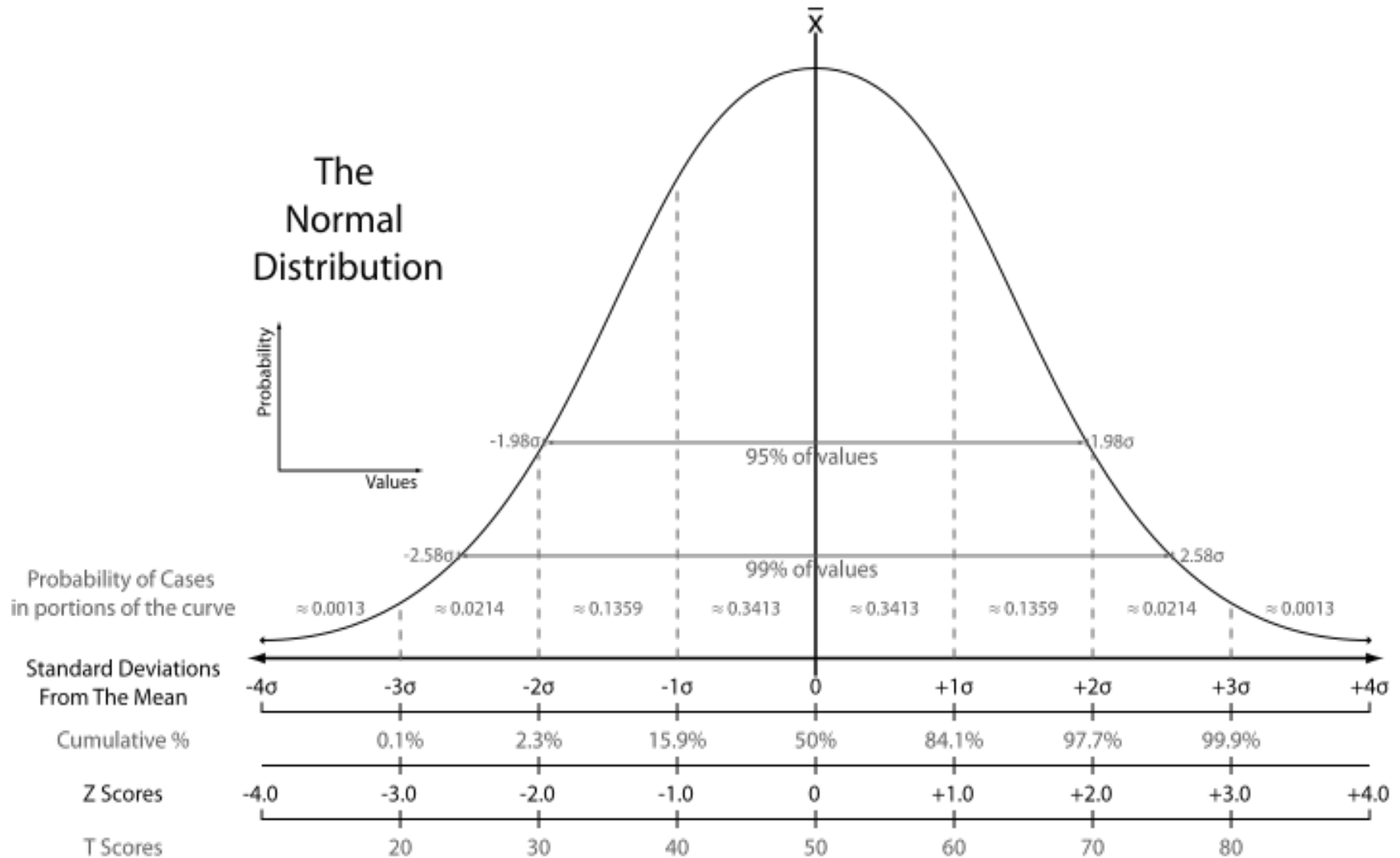
Data on Fred

What one area would you like to review?

Gray Oral Reading Test-4

		Scaled Score	%' ile Equivalent	Grade
Oral Reading Quotient	85	16		
Rate		4	2	3.7
Accuracy		7	16	6.7
Fluency		4	2	5.0
Comprehension		11	63	11.0

Normal Curve



Additional Data on Fred

- Intellectual Reasoning : 63rd-91st percentile
- Applied Academic Skills : 34th-42nd percentile
- Attentional Measures : 22nd -63rd percentile

- Novel Learning Tasks: 2nd-91st percentile

- Retrieval of Word Labels : 3rd-18th percentile
- Academic Fluency : 1st-34th percentile
- Fine Motor Speed : <1st percentile
- Problem Solving Efficiency : 1st percentile

Conclusion For Fred

- Evaluated first in 2001
- Diagnoses with mild ADHD
- School District has classified
- Not Identified as Learning Disabled in the School District

Neuropsychological Evaluation Indicated that a Learning Disorder was the primary diagnosis and ADHD was mild for him. Although behavior observations are meaningful, his discomfort in class may have led to disruptions.

In the School System

- Reading Disorders are detected in boys approximately 3 times as much as in girls in clinically referred samples but not in research based samples
- Teachers are less likely to detect internalizing disorders in their students than externalizing disorders
- Inattention is harder to observe than hyperactivity and impulsivity

Behavioral and Emotional Indicators Related to Academic Deficits

- Behavior problems
 - 80% of sample of Texas prison inmates were found to be functionally illiterate
- Emotional problems
 - Randomly sampled students who reported higher emotional distress had 6 to 14 times greater chances of having received special education services than those who reported low emotional distress

What is behind the behavior?

- If a student displays behaviors in the classroom that are problematic, we must be cautious in too quickly concluding that we know the reason for these actions.
- It will be important to review the potential reasons for the actions while keeping all possibilities in mind
- Students will likely not be as helpful in informing us, so testing may be helpful

Human Observation

- Humans are notoriously poor observers
- Studies indicate that people are prone to have biases in how they view the actions of other people
- Biases are described in concepts like the Halo Effect and the Confirmation Bias
- One bias is the

FUNDAMENTAL ATTRIBUTION ERROR

Fundamental Attribution Error

This error in judgment occurs when
people decide that the observed
behavior of another person is based on:

DISPOSITIONAL TENDENCIES

and not

SITUATIONAL DEMANDS

A far too simple example would be when a child does not finish a test we
conclude that they were too lazy to prepare well.

A Rationale for Standardized Assessment

- Why would we prefer to use standardized measures before concluding there is dysfunction?
 - Inherent biases lead people to be poor observers
 - We do not want to generalize from one instance
 - Blood Tests, Physical Exam and Neuro-imaging do not identify the conditions in individuals

Data on Reading Disorders

- Environmental Factors such as family size, low maternal warmth, and low SES have been linked
- Higher rates of ADHD (i.e. inattention and Disruptive behavior) in Dyslexic groups—12-24 percent of Children with a Reading Disorder meet criteria for ADHD
- Longitudinal sample of 1,700 children indicated anxiety disorders in 50 % of spelling disordered children and attentional deficits and behavior problems in 30% or the spelling disordered children
- Follow-up study of community sampled reading disabled boys indicated increased risk for depressed mood when reading difficulties were severe

Data on Language Disorders

- Children identified as language impaired had increased rates of behavior problems on follow-up
- 1/3 of behavior disordered children in a clinical sample had language impairments
- Longitudinal sample of 264 language impaired students indicated higher rates of anxiety disorders (Social Phobia) compared to controls and higher rates of antisocial behavior into young adulthood but not substance abuse or mood disorders.

Data on Nonverbal Learning Disorder

- Math Disorders commonly will be identified
- Genetic etiology is likely
- In a clinical sample of 484 children, those NVLD children identified with a Math Disorder had a significantly higher depression rate than the other groups (reading disordered, generally disabled and non disabled) but not suicidal ideation
- Social Isolation has been identified as a specific problem

Data on ADHD

- Genetic factors implicated
- Untreated ADHD correlated with higher rates of drug and alcohol use, delinquency, school truancy
- ADHD adults have more likelihood to have lower SES, less education, more debt,
- ADHD has higher co-morbidity with Reading Disorders, Developmental Coordination Disorders, and Oppositional Defiant Disorder

Behavioral and Emotional Indicators

- Emotional problems
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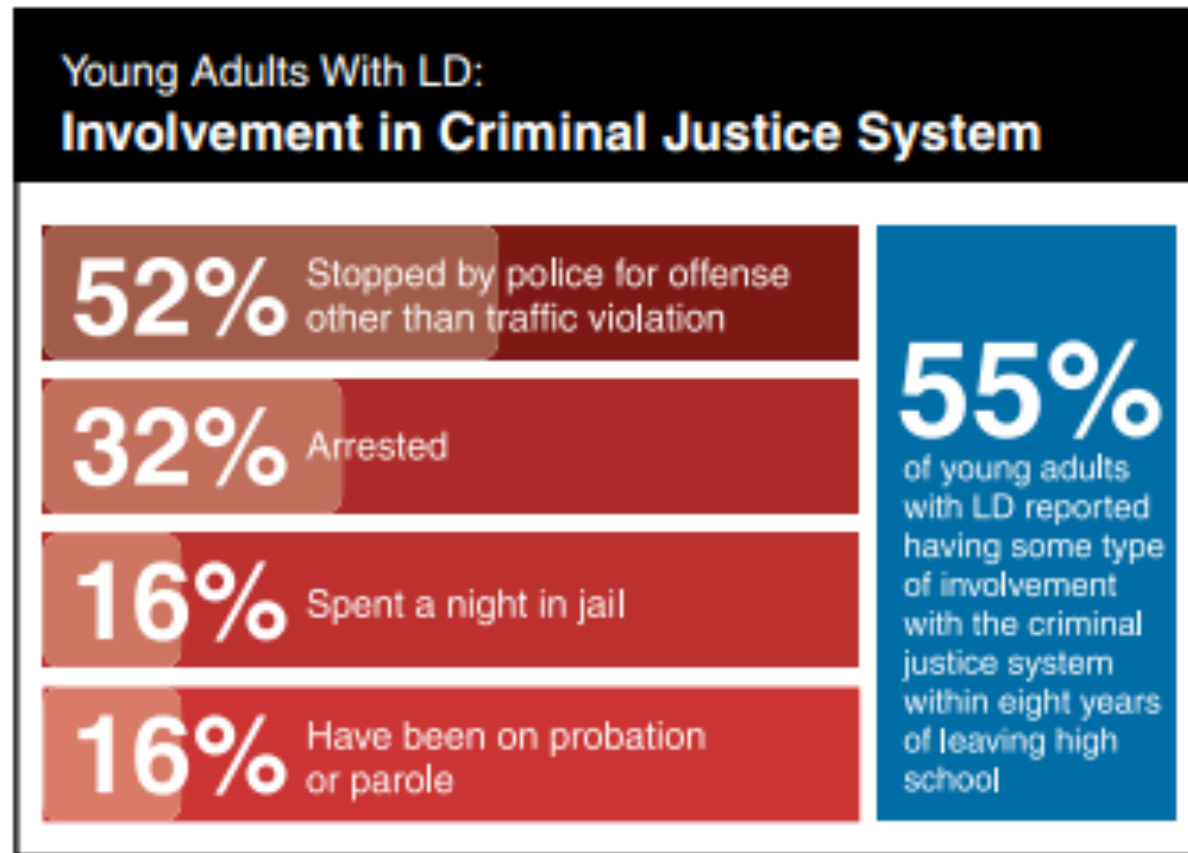
Risk Factors and Poor Outcomes

- Lack of Intervention or Insufficient Efforts
- Mystification or Inaccurate Labeling
 - “I don’t know why I can’t think on tests” “I’m stupid” “I’m lazy”
- Demoralization and Diminished Academic Interest
- Inappropriate Match between Individual and Setting

Resilience Factors and Good Outcomes

- Demystification
- High Frustration Tolerance
- Understanding the Purpose of Interventions
- A Supportive Environment
- Parental and School Supervision/Mentoring
- Advocacy turns to Self-Advocacy

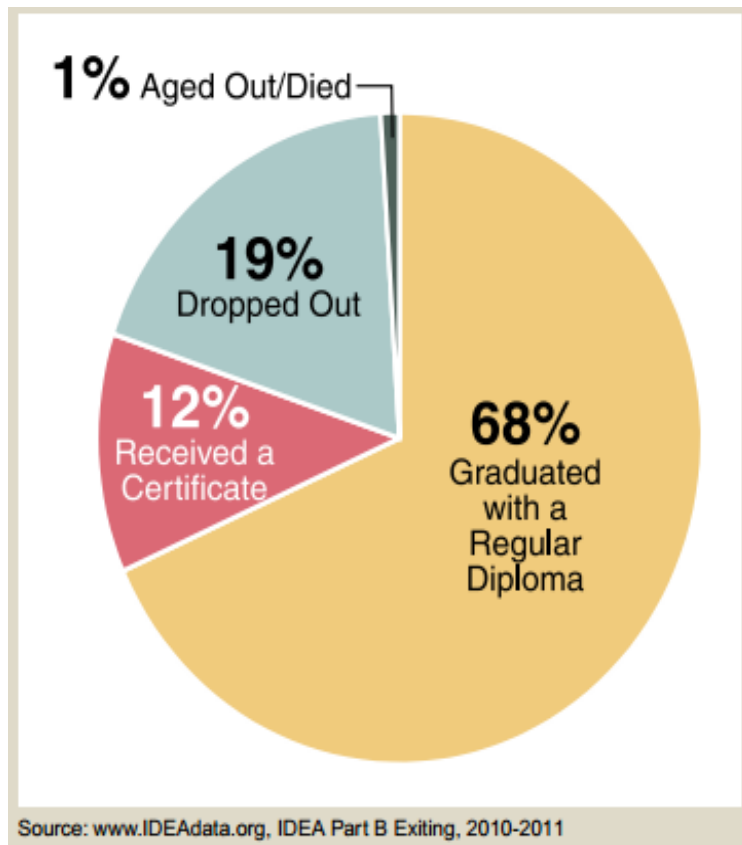
SIGNIFICANCE OF SOCIOEMOTIONAL HEALTH IN READING DISORDERS



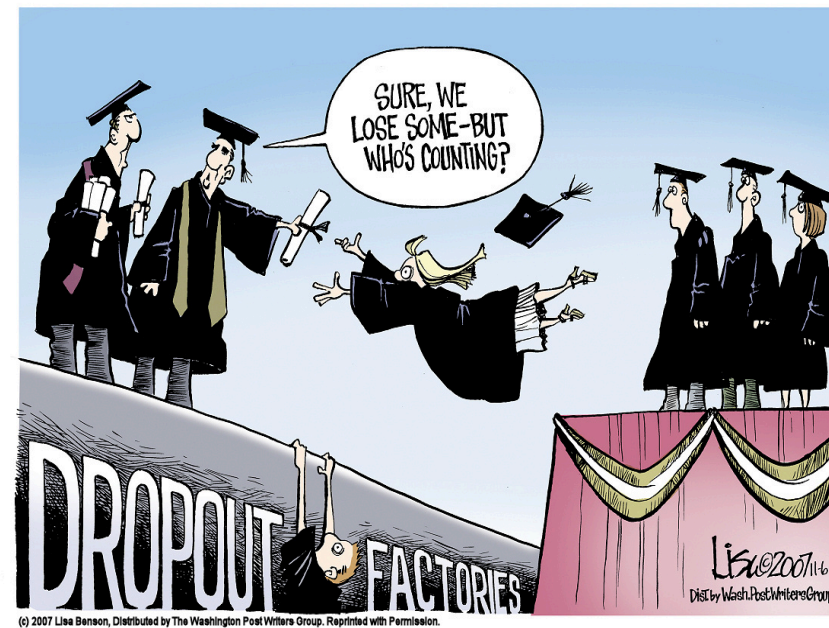
Source: National Longitudinal Transition Study-2, 2011

SIGNIFICANCE OF SOCIOEMOTIONAL HEALTH IN READING DISORDERS

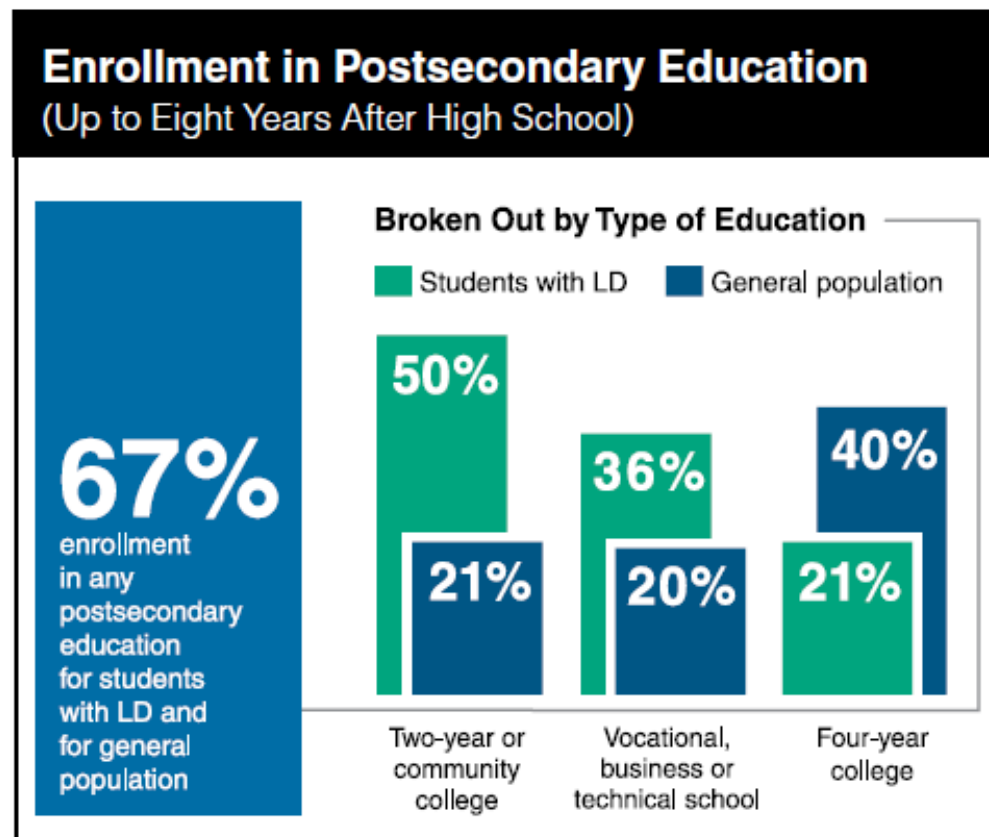
SIGNIFICANCE OF SOCIOEMOTIONAL HEALTH IN READING DISORDERS



68% LD vs. 93% general population graduate from high school (Nat'l Center for LD)



SIGNIFICANCE OF SOCIOEMOTIONAL HEALTH IN READING DISORDERS



Source: National Longitudinal Transition Study-2, 2011

SIGNIFICANCE OF SOCIOEMOTIONAL HEALTH IN READING DISORDERS



1/2– 2/3 of the prison population have reading problems
(Moody et al. 2000)

SIGNIFICANCE OF SOCIOEMOTIONAL HEALTH IN READING DISORDERS

Individuals with learning disabilities
are at 2 to 4 times greater risk of
developing substance abuse
problems than those within the
general population

The National Association on Alcohol, Drug, Disability Inc., 2010



SIGNIFICANCE OF SOCIOEMOTIONAL HEALTH IN READING DISORDERS



Children with reading disorders experience higher levels of

- Generalized anxiety (out of control)
- Social anxiety (reading out loud in class)
- Depressed mood

Mammarella et al., (2014)

More than 35% of those with learning disabilities receive counseling therapy

Germann et al. (2010)

50 to 89% of all suicides have a learning disability

Hazel et al. (1997)



What factor(s) set those who
succeed apart from the rest?

Why do some individuals accomplish
more than others?

Creativity, vigor, emotional intelligence,
charisma, self-confidence, emotional
stability, physical attractiveness, and etc.

One personal quality is shared by the most
prominent leaders in *every* field: **GRIT**

GRIT

GRIT

Perseverance and passion for long-term goals

Working strenuously toward challenges

Maintaining effort and interest over years despite failure, adversity, and plateaus in progress

Whereas disappointment or boredom signals to others that it is time to change trajectory and cut losses, the gritty individual stays the course

Deliberately set extremely long-term objectives and do not swerve from them, even in the absence of positive feedback



GRIT

Perseverance of effort

I have achieved a goal that took years of work

I have overcome setbacks to conquer an important challenge

I finish whatever I begin

Setbacks don't discourage me

I am a hard worker

I am diligent



Duckworth et al., 2007



GRIT

Grit accounts for success outcomes above and beyond IQ

Grittier individuals attain higher levels of education

Older individuals have more grit than younger individuals

Grittier people make fewer career changes than less gritty peers

Grittier competitors in the Scripps National Spelling Bee outranked less gritty competitors of the same age

GRIT AND ACADEMIC ACHIEVEMENT

What does having grit mean for children with reading disorders?

- *Self-discipline* or ability to delay gratification has a bigger effect on academic performance than IQ Duckworth & Seligman, 2005
- *Academic diligence* or ability to direct attention and effort towards a tedious, important academic task over more entertaining, fun activities
 - More predictive than demographics, intelligence, and attitudes towards academic subjects
 - Predictive of outcomes:
 - GPA
 - standardized math/reading achievement tests
 - graduation from high school
 - full-time college enrollment

Galla et al., 2014

FOSTERING GRIT

WHAT DISPOSES SOMEONE TO BE GRITTY?



WHAT DISPOSES SOMEONE TO BE GRITTY?



What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Growth Mindset

Embraces challenges

Persist in the face of setbacks

See effort as the path to mastery

Learn from criticism

Find lessons/inspiration from others' success

Fixed Mindset

Avoids challenges

Get defensive or give up easily

See effort as fruitless or worse

Ignore useful negative feedback

Feel threatened by others' success



FOSTERING GRIT

- Start with yourself! Do you have a fixed or growth mindset?
 - Fixed mindset teachers/coaches
 - Convey they value talent/intelligence above all
 - Spend less time with those who seem less talented
 - Less open to feedback
 - Results in students who are eager to impress with their talent/intelligence if possible
 - Growth mindset teachers/coaches
 - Foster teamwork and team spirit
 - Emphasize value on passion, learning, and improvement
 - Results in students wanting to work together to improve

FOSTERING GRIT

- PRAISE their efforts and strategies not their intelligence or talent
 - Emphasize the *process* they engaged in, the *way* they did something
 - Focus on the process of learning and improvement
 - Remove emphasis from natural talent
- What is praise?
 - A positive evaluation of behavior or products
 - Unlabeled praise: global, nonspecific
 - » Examples: Great! Nice job! Good boy! You're smart!
 - Labeled praise: specific and clear
 - » Tells child exactly what you like
 - » Improves relationship, increases self-esteem
 - » Increases chance that child will repeat desired behavior
 - » Examples: I'm so proud of you for finishing your worksheet!

Praise

- Learning about the brain (software called Brainology)
 - Studies have shown that teaching the growth mindset strongly enhances motivation and achievement
 - Learn about the brain and how to make it work better
 - Learn that every time they stretch themselves and learn something new, their brain forms new connections
 - Learn that over time, they can improve their ability

“Strategic Intervention”



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