

February 18, 2018

Matt Winters

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RE: Written testimony in support of HB 2602

My name is Matthew Winters, I am a Freshman at Kansas State University Polytechnic Campus.

As I was going through middle school at Baldwin City, KS, my parents started noticing English/ language arts, as a weak point. My scores in all courses, especially mathematics, were going fine but English was a falling grade. I had on my own noticed how others reading and writing levels were surpassing my own. As a result, the thoughts of being stupid begin to roll through.

As we sat in class and read aloud the fear for when it reached my turn to read a paragraph grew and grew. This was not a result of fear of public speaking nor of shyness, but purely a result of my inability of fluent reading. I would count the class to when it would reach me to figure out which parts I would be reading to prepare and have it in my mind. The school and teachers themselves, took no action to provide aid beyond further pushing me to read and write at standard level.

Now at a point in middle school I was provided with typing aid, they seem to have thought my essays were low due to my inability to type but in reality, my inability to type was in fact due to my dyslexia. It was not until my father and step-mother approached the school to see about resources to help. I was tested and granted an IEP, however this test did not show my dyslexic tendencies. This test was purely proving that I needed assistance and further teaching and studying in the English and language arts.

In short, all the school truly did to aid, after it was brought to their attention was put me in a class for a class period, where I would have the time to do homework. It was not until I received treatment through the Barton Reading and Spelling System (structured literacy), that my parents brought to light through research of their own. Not until then did I begin to notice improvement and my abilities start to shape and become more fluent.

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