DYSLEXIA  
Dyslexia is defined as a disorder or constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and socio-cultural opportunity. It is characterized by difficulties with accuracy 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 growth of vocabulary and background knowledge. Four main indicators are used in the consideration of dyslexia.

***1. Is there a deficit in one or more of the primary characteristics of dyslexia? YES***

The primary characteristics of dyslexia include difficulty with phonemic awareness and manipulation, single-word decoding, reading fluency, and spelling. STUDENT does demonstrate deficits in the primary characteristics associated with dyslexia. Specifically, he demonstrates weaknesses in phonemic awareness, single-word decoding, and fluency, as evidenced by report cards, teacher information, and standard scores obtained on norm-referenced tests as shown in the table below:

|  |  |  |  |
| --- | --- | --- | --- |
| Subtest/Composite | Battery | Standard Score | Qualitative |
| Letter-Word Identification | WJ IV ACH | 87 | Below Average |
| Word Attack | WJ IV ACH | 95 | Average |
| Oral Reading | WJ IV ACH | 77 | Well Below Average |
| Reading Rate | GORT-5 | 7 | Below Average |
| Reading Accuracy | GORT-5 | 6 | Below Average |
| Reading Fluency | GORT-5 | 7 | Below Average |
| Oral Reading Index | GORT-5 | 86 | Below Average |
| Spelling | WJ IV ACH | 91 | Average |

***2. Is there a deficit in cognitive processing? YES***

STUDENT presents a cognitive processing deficit in auditory processing (phonological awareness) as measured by his performance on the Phonological Awareness Composite on the CTOPP 2 (SS=86), which is described as below average performance. STUDENT also demonstrated a deficit in the area of Working Memory (Gsm=79).

***3. Are the student’s weaknesses unexpected in relation to his/her other cognitive abilities? YES***

STUDENT’s deficits are unexpected when other cognitive abilities are considered. STUDENT demonstrates Average performance in vocabulary knowledge and general knowledge as measured by his performance on the WISC-V. He also demonstrated Average cognitive functioning in the areas of inductive and deductive reasoning, long-term memory, visual-spatial processing, and processing speed. His reading comprehension, math problem solving, and written language skills were also better developed than his basic reading skills, reading fluency, and math calculation. His overall cognitive profile, when analyzed using the XBASS Pattern of Strengths and Weaknesses Analyzer, is consistent with likely average overall intellectual ability as demonstrated by his g-value of .78.

***4. Are secondary areas being impacted by deficits in primary areas? YES***

His primary deficits also appear to be negatively impacting his performance in reading comprehension and math. For these reasons, STUDENT presents as a student with dyslexia.

DYSLEXIA

Dyslexia is defined as a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and socio-cultural opportunity. It is characterized by difficulties with accuracy 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 growth of vocabulary and background knowledge. Four main indicators are used in the consideration of dyslexia.

1. Is there a deficit in one or more of the primary characteristics of dyslexia? YES

The primary characteristics of dyslexia include difficulty with phonemic awareness and manipulation, single-word decoding, reading fluency, and spelling. STUDENT does demonstrate deficits in the primary characteristics associated with dyslexia. Specifically, he demonstrates weaknesses in single-word decoding, spelling, and fluency, as evidenced by curriculum and criterion based measurements, teacher information, parent information, and standard scores obtained on norm-referenced tests as shown in the table below:

|  |  |  |  |
| --- | --- | --- | --- |
| Subtest/Composite | Battery | Standard Score | Qualitative |
| Letter & Word Recognition | KTEA-3 | 84 | Below Average |
| Nonsense Word Decoding | KTEA-3 | 94 | Average |
| Spelling | KTEA-3 | 83 | Below Average |
| Word Recognition Fluency | KTEA-3 | 75 | Well Below Average |

2. Is there a deficit in cognitive processing? YES

Norm-referenced testing indicates that all of STUDENT’s cognitive processing abilities fall within the average to above average range, except for his Orthographic Processing, which falls under the Visual Processing (Gv) broad ability area. His score for Orthographic Processing of 80 falls in the Below Average range.

3. Are the student’s weaknesses unexpected in relation to his/her other cognitive abilities? YES

STUDENT’s weakness is unexpected when his other cognitive abilities are considered. In other areas of cognitive functioning, STUDENT obtained the following results: Comprehension-Knowledge (Gc=103), Auditory Processing (Ga=105), Visual Processing (Gv=105), Fluid Reasoning (Gf=112), Long-Term Retrieval (Glr=92), Processing Speed (Gs=92), and Short-Term Memory (Gsm=117). His lowest scores of 92 in Long-Term Retrieval (Glr) and Processing Speed (Gs) are 12 standard score points higher than his performance of a 80 in Orthographic Processing. His overall cognitive profile, when analyzed using the XBASS Pattern of Strengths and Weaknesses Analyzer, is consistent with likely average overall intellectual ability as demonstrated by his g-value of .94.

4. Are secondary areas being impacted by deficits in primary areas? YES

His primary deficits in basic reading skills and spelling appear to be negatively influencing his performance in reading fluency, reading comprehension, and writing. Because STUDENT struggles with Basic Reading Skills and sounds out every word due to a lack of orthographic memory, his reading fluency is poor and he struggles with comprehension of reading. STUDENT demonstrates a good understanding of age-appropriate writing conventions, but avoids writing tasks partially due to struggles with spelling. For these reasons, STUDENT presents as a student with dyslexia.

DYSGRAPHIA

According to the most recent Dyslexia Handbook (2018 update), dysgraphia is best defined as a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation. This difficulty is the result of deficits in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms) (Berninger, 2015). Secondary consequences may include problems with spelling and written expression. The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment. The characteristics of dysgraphia include the following: Variably shaped and poorly formed letters, excessive erasures and cross-outs, poor spacing between letters and words, letter and number reversals beyond early stages of writing, awkward or inconsistent pencil grip, heavy pressure and hand fatigue, and slow writing and copying with legible or illegible handwriting (Andrews & Lombardino, 2014).

1. Is there a deficit in one or more of the primary characteristics of dysgraphia? (Handwriting, letter formation, writing fluency – accuracy and rate, written expression, spelling)
2. Are these difficulties unexpected in relation to the student’s other abilities?

Based on the preponderance of data, STUDENT DOES/DOES NOT demonstrate characteristics consistent with dysgraphia.