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 demonstrates the greatest deficit in the area of spelling. He also demonstrates below average performance in single-word decoding and reading nonsense words. He has been receiving dyslexia intervention since the 1st grade. Deficits are 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 | 87 | Below Average |
| Nonsense Word Decoding | KTEA-3 | 87 | Below Average |
| Spelling | KTEA-3 | 76 | Well Below Average |
| Reading Fluency | GORT-5 | 100 | 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 84 on the TOC falls in the Below Average range. STUDENT demonstrates letter reversals with b and d and demonstrates deficits with orthographic components such as abbreviations.

3. Are the student’s weaknesses unexpected in relation to his 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=110), Auditory Processing (Ga=96), Visual Processing (Gv=135), Fluid Reasoning (Gf=118), Long-Term Retrieval (Glr=107), Processing Speed (Gs=111), and Short-Term Memory (Gsm=110). 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 .98.

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 specifically in the area of writing and written expression. STUDENT demonstrates aversion to writing tasks and struggles to get his thoughts onto paper. For these reasons, STUDENT presents as a student with dyslexia.