



**NEVADA**  
Department of  
Education



TOPIC: **DYSLEXIA**

# Individualized Education Program (IEP)



When a student is evaluated for special education and determined to have a Specific Learning Disability, including dyslexia, an Individualized Education Program (IEP) must be developed and implemented, in accordance with federal and state law.

Nevada Law ([NRS 388.443](#)) requires the IEP team to consider the following instructional approaches:

- Explicit, direct instruction** that is systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the pupil;
- Individualized instruction** to meet the specific needs of the pupil in an appropriate setting that uses intensive, highly concentrated instruction methods and materials that maximize pupil engagement;
- Meaning-based instruction** directed at purposeful reading and writing, with an emphasis on comprehension and composition; and
- Multisensory instruction** that incorporates the simultaneous use of two or more sensory pathways during teacher presentations and pupil practice.



### **Explicit, Direct Literacy Instruction**

Explicit, direct literacy instruction must be systematic and cumulative where the material follows the logical order of the language and begins with the easiest and most basic concepts and progresses methodically and cumulatively, building on concepts previously learned.

Explicit instruction requires deliberate teaching of all concepts and provides concentrated, continuous, individualized student-teacher interaction targeted toward phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics. Instruction must be individualized utilizing multiple sensory pathways and continuous monitoring. Content mastery coupled with purposeful meaning-based reading and writing, will enable students to focus attention and cognitive resources on comprehension and oral/written responses.

### **Assistive Technology**

Assistive technology devices and services as well as the accommodations, referenced in the Accommodation section, can enhance learning for some students and may be considered for inclusion in the IEP.

**All requirements of state and federal law, including those specific to students diagnosed with dyslexia, must be addressed in the development of IEPs. The State does not endorse any specific dyslexia program. It is the responsibility of trained district instructional leaders to help develop IEPs and select programs that provide a free appropriate public education and meet the unique needs of each student.**

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Office of Inclusive Education | <https://doe.nv.gov/inclusive-education>

Office of Teaching and Learning | <https://doe.nv.gov/standards-and-instructional-support>