



Characteristics of Dyslexia: Identification and Intervention Programming

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Programs*





BEST FOR ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



1. What are the current literacy laws that protect Tennessee students? What overlaps, and what is unique to each?
2. How is the universal reading screener (URS) utilized to identify students for risk and/or characteristics of dyslexia?
3. How is “characteristics of dyslexia” under Tennessee Investment in Student Achievement (TISA) different from a specific learning disability in reading under Individuals with Disabilities Education Act (IDEA)?
4. What is an Individualized Learning Plan for Characteristics of Dyslexia (ILP-D), and how is it different than an IEP and other student plans?
5. How do students qualify for an ILP-D?
6. What is a dyslexia-specific intervention, and how do LEAs identify student need for targeted intervention?



What are the current literacy laws that protect Tennessee Students?

What overlaps, and what is unique to each?

Tennessee Literacy Laws



- [Tennessee Code Annotated § 49-1-229 \(2016\)](#) – T.C.A. § 49-1-229, otherwise known as the 2016 dyslexia law, requires LEAs to implement procedures for identifying students with characteristics of dyslexia through the universal reading screener process and to provide dyslexia-specific interventions to those students.
- [Tennessee Literacy Success Act \(2021\)](#) – The Tennessee Literacy Success Act (TLSA) outlines requirements regarding literacy practices to ensure students are reaching proficiency by the end of 3rd grade. TLSA requires LEAs to universally screen students, provide high quality Tier I instruction, and implement targeted interventions aligned to student need.
- [Tennessee Investment in Student Achievement \(2023\)](#) – The Tennessee Investment in Student Achievement Act (TISA) outlines the funding mechanism for supporting groups of students with unique learning needs, one of which is students with characteristics of dyslexia. Students who meet specific criteria are eligible for an [Individualized Learning Plan for Characteristics of Dyslexia \(ILP-D\)](#). A finalized ILP-D secures TISA ULN 2 funding. TISA requires universal screening of all students K – 8 and the use of the Early Warning System for 9-12, as well as analysis of performance on the grade-appropriate subtests listed on the Minimum URS Matrix.



Tennessee Literacy Laws

T.C.A. § 49-1-229 (2016)

Universal Reading Screener

Dyslexia Screening for students with risk indicators

Dyslexia-specific Interventions

Parent Notification

Tennessee Literacy Success Act (2021)

Universal Reading Screener

Identification of significant reading deficiency and risk for one

High-quality Tier I Instruction and Targeted Tiered Intervention Aligned to Individual Student Need

Parent Notification

Tennessee Investment in Student Achievement Act (2023)

Universal Reading Screener

Identification of students who qualify for an Individualized Learning Plan for Characteristics of Dyslexia

Dyslexia-specific Interventions and Classroom-level Scaffolds, Access Considerations, and Accommodations

Parent Notification

How is the universal reading screener utilized to identify students for risk and/or for characteristics of dyslexia?

Universal Reading Screener



T.C.A § 49-1-229

URS process must include procedures for screening for dyslexia

Procedures must include specific skills associated with characteristics of dyslexia

General screener identifies students at risk who may need further dyslexia screening through additional assessments

TLSA

URS process for K – 3 students must occur 3x/year with state-board approved screening tool

Procedures require data reporting of K – 3 URS data to the department

Screener data identifies student as having a significant reading deficiency (at or below the 15th percentile) or being at risk for one (between the 16th and 40th percentile)

TISA

URS process for K - 8 students and Early Warning System for 9 - 12 students

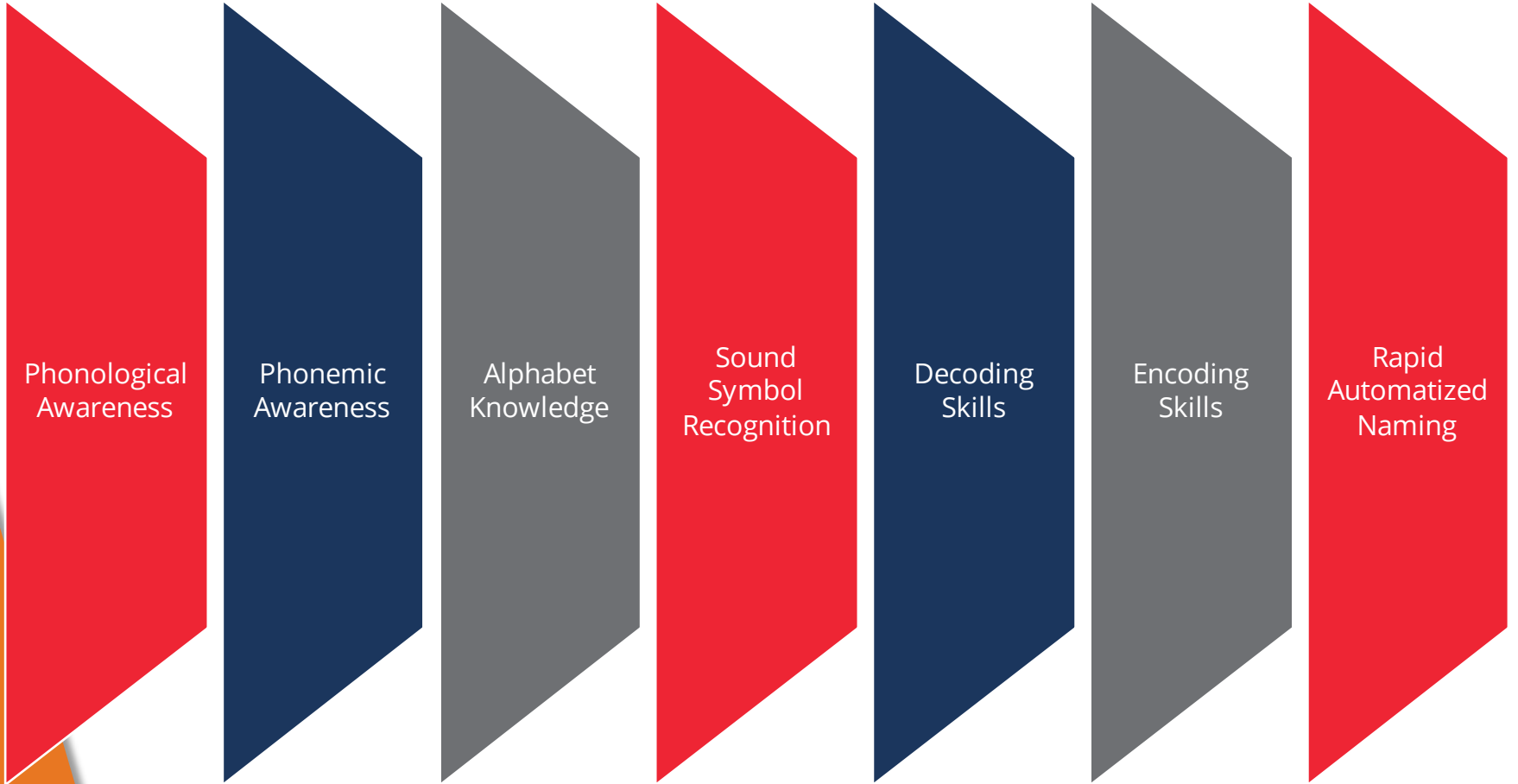
Procedures must include grade-appropriate subtests that relate to skills associated with characteristics of dyslexia

Screener data determines if a student is eligible for an ILP-D and will be categorized as having characteristics of dyslexia.



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Universal Reading Screener

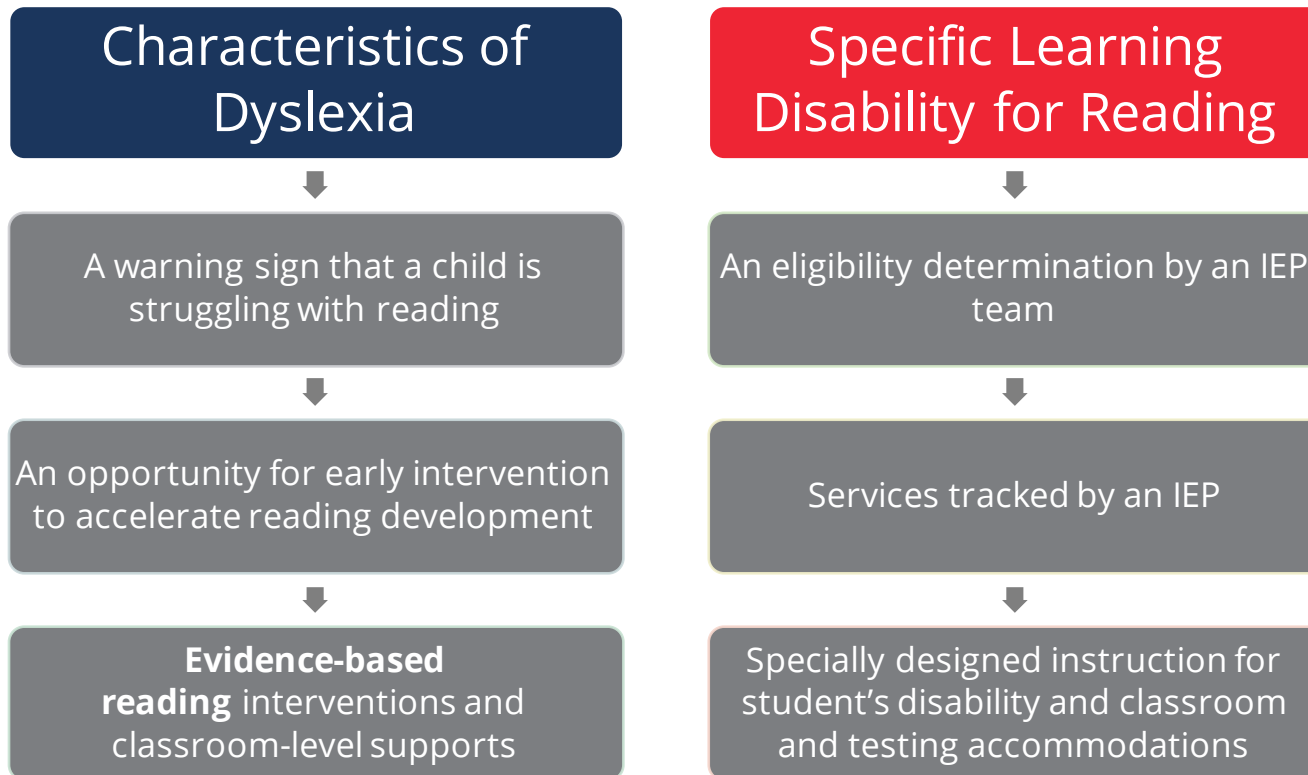


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How is “characteristics of dyslexia” under TISA different than specific learning disability in reading under IDEA?

What are the similarities and differences between characteristics of dyslexia and a specific learning disability in reading?



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What is an ILP-D, and how is it different than an IEP and other student plans?

Individualized Plans for Reading



IEP

- Individualized plan outlining present levels, goals, accommodations, and services
- Specially designed instruction for needs that cannot be met purely by general education supports
- Classroom- and testing-level accommodations/modifications

ILP-D

- Intervention plan outlining general assessment data, interventions, and classroom access considerations
- Dyslexia-specific interventions provided in the RTI² setting
- Classroom-level access considerations, scaffolds, and accommodations only

Special Education Individualized Education Program (IEP)



An IEP is developed by an IEP team. An IEP team consists of a parent and/or guardian, regular education teacher, special education teacher, a representative of the public agency (LEA), an individual who can interpret evaluation results, and others with knowledge or expertise regarding the child.

An IEP is a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 34 C.F.R. §§ 300.320 through 300.324.

An IEP identifies a student's disability, outlines clear goals and objectives, and explains how the student will be supported.

An IEP guides how a school configures its special education resources in order to provide opportunities for a student with disabilities to achieve desired outcomes.



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What is an ILP-D?



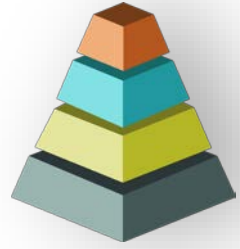
- Intervention plan
- Individualized Learning Plan to support struggling readers with characteristics of dyslexia.
- TN PULSE will be the state's system of record (SOR) for ILP-Ds required for students with characteristics of dyslexia generating Unique Learning Needs (ULN) funding (Weighted Allocation ULN 2).
- Opportunity for early and targeted intervention and aligned classroom supports.
- Includes
 - Current screening and related data
 - Dyslexia-specific intervention aligned to identified areas of struggle
 - Classroom access considerations, including instructional scaffolds and accommodations
 - Assistive technology considerations (grade 4 - 12)



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How do students qualify for an ILP-D?

How are Characteristics of Dyslexia (CoD) defined in K-8?



Students are identified as having **characteristics of dyslexia** by demonstrating significant reading challenges as defined by the Tennessee Literacy Success Act (TLSA).

In grades K-8, districts should follow a two-step **analysis** process.

Step One:

- Identify grade K – 3 students scoring below the 25th percentile on a state-board approved universal reading screener (existing process under TLSA).
- Identify grade 4 - 8 students scoring below the 25th percentile on a nationally-normed universal reading screener (existing process under screening process required through the RTI² Framework).

Step Two:

- Identify grade K - 8 students who **also** display deficits in 50% or more of the grade-appropriate subtests using the state's grade K - 3 and grade 4 - 8 Minimum Universal Screening Matrices.

How are Characteristics of Dyslexia (CoD) defined in 9-12?



Students are identified as having **characteristics of dyslexia** by demonstrating significant reading challenges as defined by the Tennessee Literacy Success Act (TLSA).

In grades 9-12, districts should follow a two-step **screening** process.

Step One:

- Identify grade 9 – 12 students initially flagged by the district’s URS and/or regular Early Warning System.

Step Two:

- Identify grade 9 - 12 students (after administering appropriate universal reading screeners) who demonstrate deficits in 50% or more of the grade-appropriate subtests using the state’s grade 9 -12 Minimum Universal Screening Matrix.

Exceptions for Receiving an ILP-D



According to [Chapter 0520-12-05 of the Department of Education Rules](#), a student would **not** meet criteria for an ILP-D if:

- The student with an ILP-D is subsequently determined eligible for special education and related services to support deficiencies in the area(s) of basic reading, reading fluency, or reading comprehension; **OR**
- The student has a primary or secondary eligibility category on the student's finalized IEP to support deficiencies in the area(s) of basic reading, reading fluency, or reading comprehension.
- Parents can also decline an ILP-D. Parent agreement is required to develop an ILP-D, and a finalized ILP-D is required for securing ULN 2 funding for characteristics of dyslexia.
 - Declining an ILP-D does not constitute a waiver of RTI².

What is a Minimum Universal Reading Screening Matrix?



“**Minimum Universal Reading Screening Matrix**” means a state-designed tool that identifies the subtests of skills required at each grade level for all state-approved universal reading screeners and determines the grade appropriate subtests necessary for the screening process for characteristics of dyslexia.

- The minimum matrices for grades K - 3 and 4 - 8 outline the assessments districts must administer to meet the minimum requirements for screening done three times per year.
- The grades 9 - 12 matrix outlines the minimum areas that must be addressed through the Early Warning System (EWS) and follow-up assessments for students who flag for risk.



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What is a dyslexia-specific intervention, and how do LEAs identify student need for targeted intervention?

Dyslexia-specific Interventions



- Dyslexia-specific interventions must meet the following criteria:
 - Explicit – skills explained, directly taught, and modeled by the teacher,
 - Systematic and cumulative – introduces concepts in a definite, logical sequence; concepts are ordered from simple to more complex,
 - Multi-sensory – links listening, speaking, reading, and writing together; involves movement and “hands-on” learning,
 - Language-based – addresses all levels of language, including sounds (phonemes), symbols (graphemes), meaningful word parts (morphemes), word and phrase meanings (semantics), and sentence formation (syntax), and
 - Aligned to individual student need – should address the skill deficit(s) identified through targeted assessments.



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Dyslexia-specific Interventions

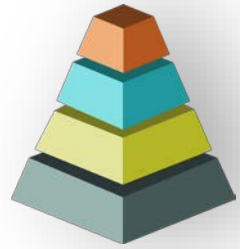


- LEAs should
 - Assess and choose dyslexia-specific interventions that meet the criteria outlined by the department,
 - Identify deficits and appropriately aligning interventions to individual need, and
 - Determine if additional survey-level assessments or other data are needed to determine student need.



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Drilling Down to Inform Instruction and Intervention



Reading Comprehension

- If on grade level, continue grade-level work.
- If not on grade level, drill down to vocabulary and fluency.

Fluency

- If on grade level, continue grade-level work and support comprehension and vocabulary.
- If not on grade level, drill down to decoding skills.

Decoding

- If on grade level, continue grade-level work and support fluency, vocabulary, and comprehension.
- If not on grade level, drill down to sound-symbol recognition (SSR) and alphabet knowledge (AK).

SSR and AK

- If on grade level, continue grade-level work and support decoding, fluency, vocabulary, and comprehension.
- If not on grade level, drill down to phonological and phonemic awareness.

Phonological and Phonemic

- If on grade level, continue grade-level work and support phonics, fluency, vocabulary, and comprehension.
- If not on grade level, support all skills.

Wrapping Up

Integrating Literacy Laws and Current RTI² Practices



2016 Dyslexia Law

Universal Reading Screener Procedures

Tennessee Literacy Success Act (2021)

Data-based Decision Making According to Individual Student Need

Targeted Intervention Practices, Progress Monitoring, and Adjustment



Individualized Learning Plans for Characteristics of Dyslexia and Associated Weighted ULN Funding

TISA 2023-24 Implementation

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Thank you!

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