

During the 2016 Tennessee Legislative Session, the General Assembly passed [T.C.A. § 49-1-229](#). This law requires school districts to screen for and identify students with characteristics of dyslexia, to provide appropriate dyslexia-specific interventions to those students, and to monitor the progress of those students in response to the interventions. The school team will use all available data to determine the need for a student to receive a dyslexia-specific intervention.

The *Dyslexia Resource Guide* assists districts in their implementation of the requirements established by the legislation.

### Requirements of the Law T.C.A. § 49-1-229

#### Local Education Agencies (School Districts)

- Implement procedures to screen for characteristics of dyslexia as part of the universal screening process through the existing RTI<sup>2</sup> framework.
- Determine which students are demonstrating characteristics and need dyslexia-specific interventions.
- Notify the parent if the screening for characteristics of dyslexia indicates that a student needs dyslexia-specific intervention. Provide parents with information and resources.
- Provide appropriate tiered dyslexia-specific intervention through the existing RTI<sup>2</sup> framework.
- Monitor students' progress using a tool designed to measure the effectiveness of the intervention.
- Reporting requirements:
  - School level: 1) Report students who are screened for characteristics of dyslexia (DYS02).  
 2) Report students receiving dyslexia-specific interventions to attendance personnel (DYS03).  
 3) Attendance personnel select appropriate code in SIS/EIS.
  - District level: Enter school-reported title/description of dyslexia-specific interventions into ePlan.

#### Tennessee Department of Education

- Develop procedures for identifying characteristics of dyslexia.
- Provide appropriate resources for educators.
- Gather required reporting data.

#### Dyslexia Advisory Council

- Advise the department on matters relating to dyslexia.
- Meet at least quarterly.
- Submit an annual report to the House of Representatives Education Instruction Committee and the Senate Education Committee.

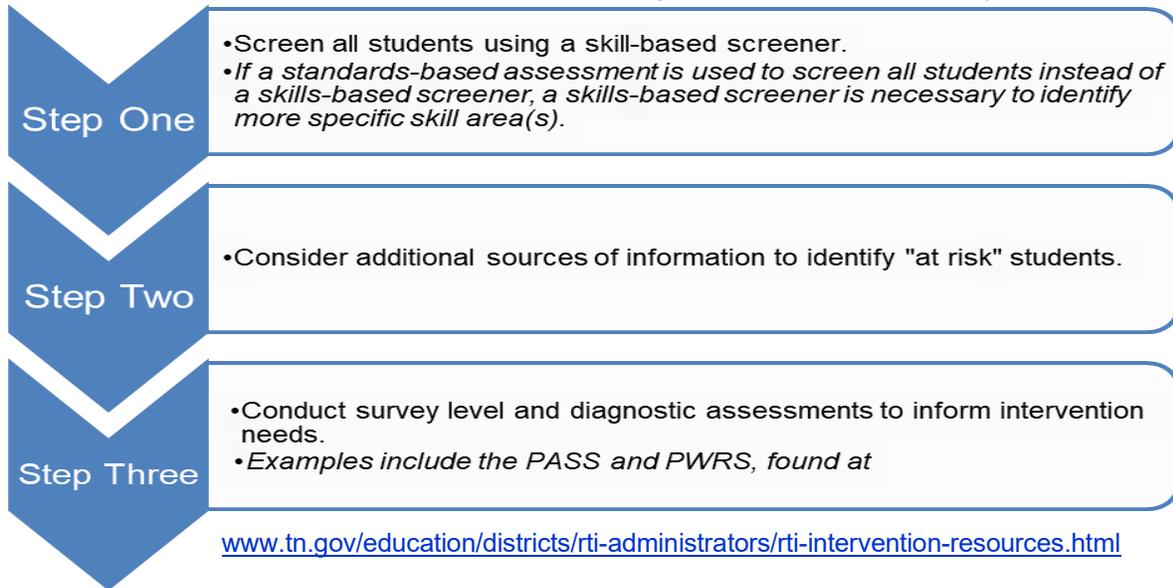
**Districts must have the capacity to screen, as necessary, in the following areas associated with characteristics of dyslexia:**

- |                          |                                |
|--------------------------|--------------------------------|
| Phonological awareness   | Decoding skills                |
| Phonemic awareness       | Encoding skills                |
| Sound symbol recognition | Rapid automatized naming (RAN) |
| Alphabet knowledge       |                                |

**Dyslexia-specific intervention is...**

- |                           |                                    |
|---------------------------|------------------------------------|
| Explicit                  | Language-based                     |
| Systematic and cumulative | Aligned to individual student need |
| Multisensory              |                                    |

## Universal Screening Process Summary



## Continuum of Programming

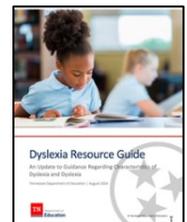
<u>General Education</u>	<u>Section 504</u>	<u>Special Education</u>
Universal screening process for instructional planning as part of RTI <sup>2</sup>	Evaluate for disability and substantial impact on life activity	Evaluation for disability and its adverse impact on education
School-based team determines interventions	Section 504 team (parent involvement encouraged) determines eligibility for 504	IEP team, including parents, determines eligibility for special education services
Team considers accessibility features allowable for all students	If eligible, a student-specific 504 plan (e.g., accommodations) is created	If eligible, the team writes an Individualized Education Program (IEP)

## Resources

- Decoding Dyslexia Tennessee [bit.ly/2sFR6PU](http://bit.ly/2sFR6PU)
- International Dyslexia Association (IDA) [dyslexiaida.org](http://dyslexiaida.org)
- International Dyslexia Association - Tennessee [tnida.org](http://tnida.org)
- MTSU Center on Dyslexia [www.mtsu.edu/dyslexia/](http://www.mtsu.edu/dyslexia/)
- American Speech-Language-Hearing Association (ASHA) [bit.ly/3RKleBo](http://bit.ly/3RKleBo)
- Vanderbilt University Research Study: Not all reading disabilities are dyslexia. [bit.ly/3zVusWN](http://bit.ly/3zVusWN)

**Tennessee  
Dyslexia  
Resource Guide**

[bit.ly/4bykVDX](http://bit.ly/4bykVDX)



**Screening for  
Characteristics  
of Dyslexia**

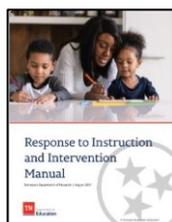
[bit.ly/3GTvkP9](http://bit.ly/3GTvkP9)



[Dyslexia.Questions@tn.gov](mailto:Dyslexia.Questions@tn.gov)

**RTI<sup>2</sup> Manual**

[bit.ly/TNDOERTI2](http://bit.ly/TNDOERTI2)



**504 Guide**

[bit.ly/3EUdVVA](http://bit.ly/3EUdVVA)  
OR  
[bit.ly/4cwwx5z](http://bit.ly/4cwwx5z)

