DST Mapping Project

Programme Area 1
Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF)

Activity: Draft

To produce a mapping document which first examines the Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF) and how achievement of the strands that make up this programme can be mapped against achievement of the criteria of the BDA accreditation for Associate Membership of the British Dyslexia Association (AMBDA).

Background

The PDF is particularly focussed on an individual obtaining and developing specific levels of confidence/ competency and demonstration of their knowledge, skills, understanding and attributes across the criteria for ATS and AMBDA.

Section 1 - Dyslexia / Specific Learning Difficulties (SpLD) Professional Development Framework (PDF) Mapped to BDA AMBDA Criteria.

Strand A – Structure and development of language, literacy and learning					
Ref.	**Stage 1**	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**	**Mapping to BDA ATS Criteria**
A1	Understand what the terms language, literacy and learning mean.	Explain the difference between receptive (e.g. heard, read) and expressive (spoken, written) language and consider how spoken language forms the foundation for written expression of thoughts.	Evaluate some of the ways in which language, literacy and learning are linked.	Articulate and evaluate the relationship between language, literacy and learning.	Advise on the complexity of relationships between language and literacy and its implications for co-occurring conditions.	1.2, 2.5, 2.7,
A2	Be aware of phonological awareness (e.g. syllable counting, rhyming, blending, segmentation etc) and phonological processing (e.g. ways in which learners perceive and pronounce the sounds within words).	Understand phonological awareness and phonological processing.	Illustrate the stages of phonological acquisition and the difference between phonetics (the field which studies human speech sounds) and phonics (a particular teaching method).	Demonstrate the stages of phonological acquisition; differentiate between phonetics (the field that studies human speech sounds) and phonics (the relationship between written letters and sounds in spoken words) and how they are applied to teaching.	Explain the pre-phonics stage of language development (e.g. rhythm, timing and prosody) and be able to use this knowledge in assessments to advise on appropriately targeted support.	1.3, 1.4, 1.5, 1.6,

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
A3	Be aware that there are differences between written and spoken language.	Understand the relationship between written and oral language skills.	Utilise the structure of language with reference to morphology (how words are formed), semantic structure (meaning in language) and written language rules.	Appraise the structure of language with reference to morphology, semantic structure and written language rules.	Analyse the ways in which language, morphology, semantic structure and written language rules are reflected in assessment tests.	2.2, 5.1.1
A4	Be aware that there may be influences that impact on the development of the English language for different learners e.g. neurological, social, psychological, medical, cultural and familial.	Understand that there may be influences that impact on the development of the English language for different learners.	Explain the influences and impact of environmental factors on the development of the English language for different learners.	Apply and analyse the impact of environmental factors in the development of the English language for different learners.	Appraise the impact of environmental factors in the development of the English language for different learners.	1.6, 2.6,
A5	Be aware of the stages in language and literacy development.	Understand the sequence of language and literacy development.	Detail the indicators of dyslexia and specific language impairment (SLI) in relation to language use and communication.	Apply the indicators of dyslexia and specific language impairment (SLI) in relation to language use and communication.	Evaluate the indicators of dyslexia and specific language impairment (SLI) in relation to language use and communication and know about relevant assessments for these.	1.1, 1.3, 1.7, 2.1, 2.2,

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Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
A6	Be aware of the variety of factors that can affect the development and use of language and literacy.	Understand the variety of factors that can affect the development and use of language and literacy and how this is reflected in barriers to learning.	Explain the factors affecting language and literacy development and other cognitive and environmental barriers to learning.	Develop an in-depth knowledge and understanding of how a wide range of factors for learning difficulties (biological, cognitive, behavioural, environmental) can influence pathways to learning development.	Analyse and evaluate the wide range of factors leading to learning difficulties (biological, cognitive, behavioural, environmental) and be able to explain how these can influence pathways to learning development.	1.1, 1.3, 2.3,
A7	Be aware of the impact of memory on learning (e.g. short term memory difficulties, when learners cannot keep a long series of instructions in their minds, you must understand the need for memory prompts, breaking down tasks into smaller steps, etc.).	Understand the impact of memory on learning how performance in these areas affects the quality of learning; and be able to explain how short term memory difficulties might impact learners in the classroom.	Examine the impact of different models of memory on learning (e.g. understand different aspects of memory and how performance in these areas impacts on learning).	Develop an in-depth knowledge and understanding of the different models of memory on learning so that these can be used to explain and evaluate learning performance and the selection of teaching strategies.	Demonstrate an in-depth knowledge and understanding of the different models of memory on learning through undertaking and interpreting appropriate assessments to inform diagnosis of SpLD and design of interventions.	1.1, 1.4, 1.5,

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Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
A8	Be aware of the impact of English as an additional language on learning and literacy development.	Understand and be able to explain the impact of English as an additional language on learning and literacy development.	Discuss the impact of English as an additional language on learning and literacy development and be able to link this understanding to literacy teaching in the educational setting.	Interpret and evaluate the impact of English as an additional language on learning and literacy development and be able to incorporate this into effective literacy teaching in the educational setting.	Present and report on the impact of English as an additional language on learning and literacy development and be able to assess and advise on how to incorporate this into effective literacy teaching in the educational setting.	1.8, 2.5, 2.7,
A9	Be aware of the potential impact of dyslexia / SpLD on numeracy development.	Understand the potential impact of dyslexia / SpLD on numeracy development.	Detail the impact of dyslexia / SpLD on numeracy development and use this to support maths interventions for learners.	Develop strategies to distinguish between math difficulties resulting from poor literacy, memory, sequencing, metacognition and dyscalculia and be able to apply this to support dyslexic / SpLD learners.	To use this to design interventions for learners. Research the possible distinction and overlap between the numeracy difficulties of learners with dyslexia / SpLD and those with dyscalculia.	1.4, 1.5, 2.4,

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Strand B – Theories of Dyslexia / SpLD and theories of specialist teaching.						
Ref.	**Stage 1**	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**	**Mapping to BDA ATS Criteria**
B1	Be aware of current definitions of dyslexia and co-occurring difficulties.	Understand current definitions of dyslexia and co-occurring difficulties.	Investigate the differences between the current definitions of dyslexia and co-occurring difficulties.	Illustrate the different definitions of dyslexia and the links between definition and theory and practice.	Critically evaluate the different definitions of dyslexia and the links between theory and practice and be able to articulate and reflect these distinctions in assessments and training/mentoring programmes.	1.1, 1.4, 1.5, 1.8, 2.7,
B2	Be aware of the main areas of difficulty for learners with dyslexia/SpLD in educational settings.	Understand the effects of the main areas of difficulty for learners with dyslexia/SpLD in the educational setting.	Explain the effects of the main areas of difficulty for learners with dyslexia / SpLD in the educational setting and be able to see how interventions can ameliorate these.	Appraise and advise on indicators of difficulty relating to attainment (literacy and numeracy) and underlying cognitive features (working memory, speed of processing, etc.) and differential performance.	Critically evaluate indicators of difficulty relating to attainment (literacy and numeracy) and underlying cognitive features (working memory, speed of processing, etc.) and differential performance and use this information to set up evidence based training and support for learner interventions.	1.3, 1.4, 1.5, 2.2, 2.4, 2.5, 2.6,

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Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
B3	Be aware of co-occurring difficulties with dyslexia.	Consider and explore co-occurring difficulties with dyslexia.	Explain, describe and illustrate the differences between frequently co-occurring difficulties and their likely impact on the learner.	Discuss and evaluate the impact of a range of specific learning difficulties, their identifying features and the impact of their overlap for the learner Optimise support through tailored interventions.	Demonstrate and evaluate the range of causal and cognitive theories which differentiate the various SpLDs and what assessment tools are available to identify these.	2.1, 2.2,
B4	Be aware of the main theories of dyslexia-SpLD.	Understand the different theories of dyslexia / SpLD.	Describe and define the different theories of dyslexia / SpLD.	Develop a SWOT analysis to evaluate the strengths weaknesses and evidence base which support the different theories of dyslexia / SpLD.	Research the evidence base which supports the different theories of dyslexia / SpLD, including the neurology underlying dyslexia / SpLD.	1.1,
B5	Be aware of how The Simple View of Reading provides a framework for understanding literacy learning	Understand a range of models of reading development (e.g. The Simple View of Reading).	Explain a range of models of reading development (e.g. The Simple View of Reading).	Discuss one or more route theories of reading development.	Evaluate and apply current research on reading development theories.	1.2, 1.3,

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
B6	Be aware of what is meant by multisensory teaching.	Understand the principles of multi-sensory teaching.	Devise strategies for learners which incorporate principles of multi-sensory teaching.	Detail the use of structured, multi-sensory teaching and other specialist teaching methods for Dyslexic / SpLD learners.	Critically evaluate current research on teaching methods used to support dyslexic / SpLD learners.	1.4, 1.5, 2.4,
B7	Be aware of the possible impact of dyslexia / SpLD on the development of numeracy skills.	Understand how the development of numeracy skills might differ for dyslexic/SpLD learners.	Explain and be able to support others in understanding how the development of numeracy skills might differ for dyslexic/SpLD learners and how to apply this to support maths interventions for these learners	Distinguish between math difficulties resulting from poor literacy, memory, sequencing, metacognition, and dyscalculia and describe how to apply this to support learners.	Critically evaluate the ways in which poor literacy, memory, sequencing, and metacognition impact on mathematical understanding and processes. Be up to date with current research on the distinction and overlap between the numeracy difficulties of learners with dyslexia and those with dyscalculia.	2.4, 5.3, 6.1, 6.2

Strand C – Identifying and assessing dyslexia / specific learning difficulties.					
Ref.	**Stage 1**	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**	**Mapping to BDA ATS Criteria**
C1	Know how to find information on the prevalence of dyslexia/SpLD in your setting.	Share information on the prevalence of dyslexia/SpLD with co-occurring difficulties in your setting.	Identify and use information on the prevalence of dyslexia/SpLD with co-occurring difficulties in your setting.	Build knowledge of current research on the prevalence of dyslexia and co-occurring difficulties.	Disseminate current research on the prevalence of dyslexia and co-occurring difficulties appropriate to across settings.	1.8, 2.7,
C2	Identify knowledge and develop an understanding of indicators of dyslexia/SpLD to identify when a learner may be experiencing difficulties.	Employ a range of formal and informal assessment approaches with learners with dyslexia/SpLD to assist with identification.	Demonstrate a range of formal and informal assessment techniques, including a small number of basic skills assessment tools as appropriate to your profession and role, to contribute to the multidisciplinary holistic assessment an identification of a learner's dyslexia / SpLD.	Justify a range of attainment assessment tools to identify a learner's dyslexia / SpLD and accurately report results.	Propose a range of psychometric assessment tools including cognitive ability [e.g. verbal and non-verbal], attainment and cognitive processing to identify a learner's dyslexia / SpLD and accurately report results.	1.7, 2.1, 2.1,

Note: the "Mapping to BDA ATS Criteria" column header spans over the Stage 5 content area.

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Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
C3	Follow a teaching and support plan for a learner with dyslexia / SpLD.	Devise a teaching and support plan for a learner with dyslexia / SpLD., monitor outcomes and report on these	Implement and monitor teaching and support plans as recommended by specialist teachers for learners with dyslexia/SpLD. Analyse progress and consider what changes would be appropriate to discuss with specialist teachers in the light of this information	Analyse and interpret test results in order to derive appropriate teaching and support plans.	Undertake diagnostic assessments and make recommendations for teaching and support.	1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.4, 2.5, 2.6
C4	Follow arrangements required as a result of special arrangements for public examinations agreed for individual learners (i.e. ensure that recommendations for access arrangements are embedded in everyday practice e.g. the use of an amanuensis in classroom situations or granting extra time in mock exams).	Ensure knowledge and understanding of current regulations governing special arrangements in assessment, test and examinations situations in relation to learners with dyslexia/SpLD (e.g. annually update knowledge via websites such as JCQ, Awarding Bodies, QCDA).	Manage the process for setting up special arrangements in assessment, test and examinations situations.	Administer appropriate testing of attainment levels to support special arrangements for examinations.	Select and administer appropriate diagnostic assessments to support special arrangements for public examinations, as required.	2.5, 2.6

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
C5	Employ the basic terminology of standardised test reporting.	Explain the basic terminology of standardised test reporting.	Use knowledge and understanding of the basic principles of psychometric testing and reporting in order to interpret assessment reports for learners with dyslexia/SpLD.	Advise others on the basic principles of psychometric testing and reporting in order to interpret assessment reports for learners with dyslexia/SpLD.	Conduct professional psychometric testing, critically analyse qualitative and quantitative data, write appropriate reports and advise others.	2.5,
C6	Follow agreed referral procedures in a setting for learners possibly identified with dyslexia/SpLD (e.g. know the first point of contact to share information with about a learner with suspected dyslexia/SpLD).	Agree referral procedures in a setting for learners possibly identified with dyslexia/SpLD and refer learners experiencing literacy difficulties. This requires knowledge of the first point of contact to share information with about a learner with suspected dyslexia/SpLD in the learner's setting.	Identify when and how to get second opinions or further input from other professionals or agencies that could support the needs and development of dyslexic/SpLD learners.	Respond to referrals from colleagues, parents and other professionals by conducting appropriate assessments and by further referral to specialists as needed	Advise on creating clear guidelines and referral procedures to ensure assessment of learners with literacy difficulties in various settings and inform and train others in their implementation	1.8, 2.5, 2.7,

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
C7	Use knowledge of assessments of an individual learner to consider how a learner might respond to different forms of assessment.	Use knowledge of assessment of several learners in your setting to consider how they may respond to different forms of assessment.	Use knowledge and understanding of the factors that influence assessment to consider assessment information in your setting in line with current assessment policy and be able to use it to interpret individual learner responses to teaching interventions.	Use understanding of the factors that influence learner's responses to assessment, and use this knowledge to help interpret assessment information, plan and evaluate pupil progress with specialist interventions.	Use knowledge and understanding of assessments and administration protocols so as to be able to select and administer appropriate attainment and diagnostic tests and assessments for learners in the relevant setting.	2.1, 2.2,
C8	Use different forms of assessment relevant for learners with dyslexia/SpLD.	Apply knowledge of the benefits and limitations of different and relevant forms of assessment to support learners with dyslexia/SpLD.	Support other people's understanding of assessment information which is relevant to a learner's dyslexia/SpLD.	Develop knowledge of the latest forms of literacy assessment and advise professionals, in a range of settings, of the benefits and limitations.	Research the latest forms of literacy, cognitive and co-occurring SpLD assessment and tests and advise professionals, in a range of settings, of the benefits and limitations of these.	1.7, 2.1, 2.2, 2.5,

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
C9	Know how to find information on the prevalence of dyslexia/SpLD in your setting for those learners with English as an additional language and where to refer those experiencing difficulties (e.g. if literacy skills in English are not developing as would be expected for a learner of this profile you would need to know who to contact to start the assessment process for this learner).	Employ knowledge of the possibility of learners experiencing dyslexia/SpLD in one language but not another language and follow the appropriate referral process (e.g., if literacy skills in English are not developing as would be expected for a learner of this profile would you know who to contact to start the assessment process for this learner).	Provide a link to specialist services or professionals for those learners with English as an additional language who may have dyslexia/SpLD.	Identify how dyslexia/SpLD in their first language can affect a learner's ability to learn English as an additional language.	Be able to assess and identify how dyslexia/SpLD in their first language can affect learners' ability to learn English as an additional language in relevant settings.	1.3,

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
C10	Monitor the progress of individual learners with dyslexia/SpLD against specific targets relating to teaching and support plan.	Monitor the progress of multiple learners with dyslexia/SpLD against specific targets relating to teaching and support plans. Consider the implications of the data for the individualisation of teaching strategies for learners with dyslexia/SpLD.	Lead on, and collect attainment data, for monitoring purposes and advise others in your setting on how to monitor the progress of learners with dyslexia/SpLD.	Monitor progress, advise others, and adjust programmes accordingly for learners with dyslexia/SpLD.	Monitor, evaluate and quality assure progress, advise others and adjust assessment protocols and intervention programmes accordingly for learners with dyslexia/SpLD.	2.4, 2.5, 2.7

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Strand D – Teaching and supporting learners with dyslexia / specific learning difficulties.						
Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
D1	Demonstrate high expectations of learners with dyslexia/SpLD (e.g., understand that high expectation of learners can promote self-belief and take the ability of learners into account when setting targets).	Model high expectations of learners with dyslexia/SpLD (e.g. incorporate high expectation of learners to promote self-belief and take the ability of learners into account when setting targets).	Lead and support others in achieving high expectations of learners with dyslexia/SpLD.	Advise others in achieving high expectations of learners with dyslexia/SpLD across settings.	Advise on valuating targets and time taken to reach them for learners with dyslexia/SpLD; adjusting targets and interventions accordingly.	2.3, 2.6
D2	Encourage learners with dyslexia/SpLD to become more independent and be aware of specific strategies and tools available to support this, including ICT support.	Encourage learners with dyslexia/SpLD to become more independent and employ specific strategies and tools available to support this, including ICT support.	Support and advise other people on strategies to promote the development of independence for learners with dyslexia/SpLD, including ICT support.	Evaluate alternative strategies to promote the development of independence for learners with dyslexia/SpLD. And advise others in their use in appropriate settings, including ICT support.	Evaluate alternative strategies to promote the development of independence for learners with dyslexia/SpLD. Incorporate these in the design of interventions and advise and train others in their use in appropriate settings.	1.7, 2.6,

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
D3	Include dyslexia/SpLD friendly environment features in your teaching and learning environment.	Create a dyslexia/SpLD friendly environment that removes or reduces barriers to learning.	Lead and advise others on how to create a dyslexia/SpLD friendly environment that removes or reduces barriers to learning.	Apply current research with respect to dyslexia/SpLD friendly environments across settings.	Review and evaluate current research and the evidence base with respect to dyslexia friendly practice across settings.	1.6, 1.8, 2.5, 2.7,
D4	Review and understand learner profiles of dyslexia /SpLD so that you can make adjustments to your teaching and communications with learners.	Use a profile of a learner's dyslexia/SpLD to plan day to day strategies, interventions and approaches suitably and effectively adapted for them.	Advise on how to use a profile of a learner's dyslexia/SpLD to plan strategies, interventions and approaches suitably and effectively adapted for them.	Be able to use a profile of a learner's dyslexia/SpLD to design and plan strategies, interventions and approaches suitably and effectively adapted for them and coach and mentor others in their delivery.	Be able to use a profile of a learner's dyslexia/SpLD to design and plan strategies, interventions and approaches suitably and effectively adapted for them; coach and mentor others in their delivery; and evaluate their overall effectiveness.	1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.7,

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
D5	Enable learners to work towards specific targets and where appropriate set targets and choose strategies for learners with dyslexia/SpLD, with guidance from other professionals and monitor progress.	Monitor progress of learners working towards specific targets and where appropriate set targets and choose strategies for learners with dyslexia/SpLD, with guidance from other professionals.	Set and support others to set specific targets and choose appropriate strategies for learners with dyslexia/SpLD; monitor and evaluate progress.	Provide guidance to a range of professionals on how to set specific targets and choose appropriate strategies for learners with dyslexia/SpLD, in the light of monitoring and progress data relevant for the setting.	Develop protocols, benchmarks and data analysis appropriate for the setting to review and monitor progress towards targets and the use of appropriate strategies for learners with dyslexia/SpLD and use this to train and advise others in setting targets for learners with dyslexia/SpLD.	1.8, 2.2, 2.4, 2.5, 2.6, 2.7,
D6	Plan and prepare teaching materials and lessons relevant to your subject area to meet the needs of learners with dyslexia/SpLD, monitor and record learning outcomes	Plan and prepare teaching materials and lessons relevant to the subject area to meet the needs of learners with dyslexia/SpLD, monitor and record learning outcomes.	Support others to plan and prepare teaching materials and lessons in a range of subjects to meet the needs of learners with dyslexia/SpLD.	Advise on planning and preparing teaching materials and lessons with a range of subject specialists.	Train and mentor colleagues to establish and evaluate interventions in planning for learners with dyslexia/SpLD.	1.8, 2.7

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
D7	Use literacy programmes, under guidance, to meet the needs of individual learners with dyslexia/SpLD and report on the progress of learners.	Report on the progress of dyslexia/SpLD learners with whom you use literacy programmes.	Using your knowledge and understanding of a structured literacy programme, identify appropriate literacy support to meet the needs of individual learners with dyslexia/SpLD and evaluate their effectiveness.	Advise on a range of appropriate and effective literacy programmes for any given learner.	Advise on a range of appropriate and effective literacy programmes for any given group of dyslexia/SpLD learners and evaluate the effectiveness, justifying your claims with supporting research evidence.	1.2, 1.3, 2.4, 2.5, 2.7,
D8	Be aware of ways to support the development of numeracy for dyslexic/SpLD learners.	Understand how to support the development of numeracy for dyslexic/SpLD learners and be able to apply this to support maths interventions for dyslexic/SpLD learners.	Support the development of numeracy for dyslexic/SpLD learners and be able to apply this to support maths interventions for dyslexic/SpLD learners	Distinguish between math difficulties resulting from poor literacy, memory, sequencing, metacognition, and dyscalculia and be able to apply this to support dyslexic/SpLD learners.	Critically evaluate the ways in which poor literacy, memory, sequencing, and metacognition impacts on mathematical understanding and processes and be able to use this to design interventions for learners. Be up to date with current research on distinction and overlap between the numeracy difficulties of learners with dyslexia / SpLD and those with dyscalculia.	1.3, 5.1.3,

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Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
D9	Use, under guidance, specialist resources available to support learners with dyslexia/SpLD and report on the progress of learners.	Use appropriate specialist resources available to support learners with dyslexia/SpLD to report on the progress of learners.	Develop knowledge of and support others in the use of current specialist resources that are relevant for learners with dyslexia/SpLD.	Advise on a range of specialist resources that are relevant for learners with dyslexia/SpLD across settings.	Train and mentor colleagues in the use of specialist resources that are relevant for learners with dyslexia/SpLD and evaluate the effectiveness of resources used.	1.2, 1.7, 2.4, 2.5, 2.7,
D10	Use, under guidance, ICT and multi-sensory teaching programmes to support learners with dyslexia/SpLD.	Effectively and independently use a range of ICT and multi-sensory teaching programmes to support learners with dyslexia/SpLD.	Advise and support others on the effective use of a range of ICT and multisensory teaching programmes to support learners with dyslexia/SpLD.	Critically evaluate the relative strengths and weaknesses of different multi-sensory teaching programmes and a range of ICT resources.	Assess the relative strengths and weaknesses of different multi-sensory teaching programmes and a range of ICT resources. Use the evidence to support the training and mentoring of colleagues and the development of policy in various settings.	1.4, 1.5, 1.7, 1.8, 2.4, 2.5, 2.7,

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
D11	Differentiate and adapt resources, under guidance, to meet the needs of learners with dyslexia/SpLD.	Select, construct, differentiate or adapt appropriate resources for learners with dyslexia/SpLD in your setting.	Advise and support others on selecting, adapting, differentiating and using appropriate teaching resources for learners with dyslexia/SpLD in your setting.	Advise on selecting, adapting and using appropriate teaching resources for learners with dyslexia/SpLD across settings.	Advise on selecting, adapting and using appropriate teaching resources for learners with dyslexia/SpLD across settings. Link this advice to delivery of training and mentoring programmes and policy development across settings.	1.2, 1.4, 1.5, 1.7, 1.8, 2.4, 2.5, 2.6, 2.7,
D12	Actively seek the views of learners with dyslexia/SpLD and able to use these, with guidance if necessary.	Actively seek the views of learners with dyslexia/SpLD in relation to their needs on a full range of relevant issues and use this information to inform teaching programmes.	Advise and support others on how to seek the views of learners with dyslexia/SpLD in relation to their needs on a full range of relevant issues and use this information to inform teaching programmes.	Advise and demonstrate commitment to the promotion of the importance of seeking the views of learners with dyslexia/SpLD across settings.	Advise and demonstrate commitment to the promotion of the importance of seeking the views of learners with dyslexia/SpLD across settings. Advise on ways to ensure that 'pupil voice' is incorporated into training and mentoring programmes and polices developed in the setting.	2.3, 2.6,

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Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
D13	Provide clear and relevant information about the progress of learners with dyslexia/SpLD and in a way easily understood by the learner, parents / carers and other professionals.	Provide clear and relevant information about the progress of learners with dyslexia/SpLD and in a way easily understood by the learner, parents / carers and other professionals. Use the information to discuss progress towards outcomes and targets with learners, parents/carers, and other professionals.	Advise and support others on how to provide clear and relevant information about the progress of learners with dyslexia/SpLD and in a way easily understood by the learner, parent / carers and other professionals. Use the data arising to evaluate effectiveness of interventions and pupil progress in the setting.	Advise and support others on how to provide clear and relevant information about the progress of learners with dyslexia/SpLD and do this in ways easily understood by the learner, parents / carers and other professionals.	Advise and support others on how to provide clear and relevant information about the progress of learners with dyslexia / SpLD and in a way easily understood by the learner, parents /carers and other professionals. Advise on using the data arising to evaluate the effectiveness of interventions and pupil progress in the setting.	1.8, 2.5, 2.7,
D14	Support ways to complement practice in your setting and the home (e.g. liaise with parents/carers to share information about approaches used in the class & how these can be supported at home, etc.).	Support ways to complement practice in your setting and the home (e.g. liaise with parents/carers and pupils to share information about approaches used in the class & how these can be supported at home, etc.).	Initiate and support complementary practice across your setting with the home. Discuss and implement these practices with pupils, parents and colleagues and monitor outcomes.	Advise and design programmes to support complementary practice in a range of settings and the home and provide mentoring and coaching to support implementation.	Advise and design programmes to support complementary practice in a range of settings and the home and provide mentoring and coaching to support implementation.	1.6, 1.8, 2.5, 2.6, 2.7,

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
D15	Be aware of the concept of evidence based practice and its importance to inform work with learners with dyslexia/SpLD	Use evidence-based practice, relevant research and theories to inform your work with learners with dyslexia/SpLD.	Apply and advise others on using evidence-based practice, relevant research and theories to inform work with learners with dyslexia/SpLD.	Demonstrate current knowledge and advise others on the contribution of evidence based practice, research and theories and how it can improve outcomes for learners with dyslexia/SpLD.	Demonstrate current knowledge and advise others on the contribution of evidence based practice, research and theories and how it can improve outcomes for learners with dyslexia/SpLD. Use this knowledge to mentor and train others on how to evaluate interventions in the setting so as to contribute to the development of the evidence base.	1.3, 1.4, 1.8, 2.4, 2.7,

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Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
D16	Create a learning environment which facilitates metacognition in learning for learners with dyslexia/SpLD (e.g., design strategies that make the learner reflect upon his/her own performance and the strategies that the learner finds most useful).	Create a learning environment which facilitates metacognition in learning for learners with dyslexia/SpLD (e.g., design strategies that make the learner reflect upon his/her own performance and the strategies that the learner finds most useful) and report on these to other colleagues.	Advise and support others about presenting information and knowledge within a metacognitive framework.	Devise learning interventions for pupils with dyslexia/SpLD which present information and knowledge within a metacognitive framework and monitor and evaluate the effectiveness in the setting.	Review and evaluate learning interventions for pupils with dyslexia/SpLD which presents information and knowledge within a metacognitive framework and monitor and evaluate the effectiveness of interventions in the setting; support and train others to enhance the development of metacognitive strategies with learners with dyslexia/SpLD.	1.6, 1.8, 2.3, 2.6, 2.7,
D17	Support practice which takes into account the wider inclusion policy and legislative context in relation to learners with dyslexia/SpLD.	Actively create a learning environment that takes into account the wider inclusion policy and legislative context for learners with dyslexia/SpLD.	Advise and support others in creating a learning environment that takes into account the wider inclusion policy and legislative context for learners with dyslexia/SpLD.	Advise on how the wider inclusion policy and legislative context applies to a range of practitioners working with learners with dyslexia/SpLD across settings.	Advise on how the wider inclusion policy and legislative context applies to a range of practitioners working with learners with dyslexia/SpLD across settings. Advise on designing, implementing and evaluating policies in the setting which are developed to meet	1.6, 1.8, 2.3, 2.6, 2.7,

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					legislative and policy requirements.	
D18	Implement agreed reasonable adjustments for learners with dyslexia/SpLD in relation to your organisation's duties under the Disability Discrimination Act, Equality Act or other legislative requirements. Report to colleagues on pupil progress.	Implement agreed reasonable adjustments for learners with dyslexia/SpLD in relation to your organisation's duties under the Disability Discrimination Act, Equality Act or other legislative requirements. Report to colleagues on pupil progress.	Make judgements on and monitor the implementation of reasonable adjustments required for learners with dyslexia/SpLD under the Disability Discrimination Act, Equality Act or other legislative requirements. Advise others in their implementation.	Advise on making reasonable adjustments for learners with dyslexia/SpLD across settings under the Disability Discrimination Act, Equality Act or other legislative requirements.	Advise on making reasonable adjustments for learners with dyslexia/SpLD across settings under the Disability Discrimination Act, Equality Act or other legislative requirements. Train others to implement, monitor and evaluate learner outcomes arising from adjustments under the Equality Act and develop policy and procedures in the setting accordingly.	1.6, 1.8, 2.3, 2.5, 2.6, 2.7,

Strand E – Communicating and working with others.					
Ref.	**Stage 1**	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**	**Mapping to BDA ATS Criteria**
E1	Identify your own roles and responsibilities in your setting in relation to learners with dyslexia / SpLD.	Identify the different roles and practices of various practitioners who work with learners with dyslexia / SpLD.	Support the range of roles in meeting the needs of learners with dyslexia/SpLD in your setting.	Design and advise others in the design of roles and responsibilities in meeting the needs of learners with dyslexia/SpLD across settings.	Design, advise and train others in the design of roles and responsibilities in meeting the needs of learners with dyslexia/SpLD across settings. Evaluate and monitor roles in the light of research, updating the evidence base, local and national policy changes and procedures.	1.1, 1.6, 1.8, 2.4, 2.5, 2.6, 2.7,
E2	Contribute effectively to working within a team to meet the needs of learners with dyslexia / SpLD.	Identify opportunities for working with colleagues and where appropriate sharing the development of effective practice with them.	Lead and manage diverse teams to meet the needs of learners with dyslexia/SpLD.	Lead and advise on the knowledge, understanding and qualities required for the effective management of people/teams including multi-professional teams to meet the needs of learners with dyslexia / SpLD.	Lead and advise on the knowledge, understanding and qualities required for the effective management of people/teams, including multi-professional teams, to meet the needs of learners with dyslexia / SpLD. (e.g. advise senior colleagues and related professionals and governors).	1.8, 2.5, 2.7,

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Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
E3	Identify factors that facilitate effective multiagency working and be able to take responsibility for helping this to happen.	Contribute positively to the development of effective multi-agency working practices for learners with dyslexia / SpLD.	Manage and lead the development of effective multi-agency working practices for learners with dyslexia/SpLD.	Lead and advise on the development of effective multi-agency working practices for learners with dyslexia / SpLD.	Lead and advise on the development of effective multi-agency working practices for learners with dyslexia/SpLD both in and across settings.	1.8, 2.2, 2.5, 2.7,
E4	Support institutional improvement initiatives which contribute to improved outcomes for learners with dyslexia/SpLD.	Identify institutional improvement initiatives which contribute to improved outcomes for learners with dyslexia / SpLD.	Lead and manage institutional improvement initiatives by working closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practices which contribute to improved outcomes for learners with dyslexia/SpLD.	Lead and advise on institutional improvement initiatives by working closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practices across settings which contribute to improved outcomes for learners with dyslexia / SpLD.	Develop, implement and evaluate policies and practices across settings which contribute to improved outcomes for learners with dyslexia/SpLD. Mentor, coach and train others to implement and evaluate new initiatives.	1.8, 2.5, 2.7

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
E5	Follow your profession's ethical code of conduct and be aware of how it relates to meeting the needs of learners with dyslexia / SpLD.	Model appropriate professional and ethical behaviour and encourage others to act in a professional and ethical manner.	Ethical behaviour and encourage others to act in a professional and ethical manner. Lead and support others to model appropriate professional and ethical behaviour.	Lead and advise on ethical issues relating to learners with dyslexia / SpLD.	Lead and advise on ethical issues relating to learners with dyslexia / SpLD. Work across multidisciplinary teams, mentor, coach and train others to consider ethical issues at all times. Be able to lead on and/or advise in resolving difficult cases.	1.8, 2.3, 2.5, 2.7,
E6	Acknowledge and respect the views and knowledge of parents and carers in different aspects of your work with learners with dyslexia / SpLD.	Employ various methods of working effectively with the parents, carers, families, peers and friends of learners with dyslexia / SpLD.	Lead and support others to work in a range of ways with the parents, carers, families, peers and friends of learners with dyslexia / SpLD.	Lead and advise others as to how to work effectively in a range of ways with the parents, carers, families, peers and friends of learners with dyslexia / SpLD.	Devise strategies for others about how to work effectively in a range of ways with the parents, carers, families, peers and friends of learners with dyslexia / SpLD.	1.8, 2.5, 2.7,

Strand F – Professional development and dyslexia / SpLD.					
Ref.	**Stage 1**	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**	**Mapping to BDA ATS Criteria**
F1	Clearly evaluate how your own professional development affects a range of outcomes in your work with dyslexic/SpLD learners.	Assess the impact of your professional development in dyslexia/SpLD on your continuing professional development, the progress of learners and your contribution to your setting.	Assess the impact of your professional development in dyslexia/SpLD on your continuing professional development, the progress of learners, those staff for whom you have responsibility and your contribution to the setting.	Adopt a creative and constructively critical approach towards innovation that improves outcomes for learners with dyslexia/SpLD and modify practice accordingly.	Adopt a creative and constructively critical approach towards innovation that improves outcomes for learners with dyslexia/SpLD and modify practice accordingly. Use this analysis to develop, implement and evaluate a clear CPD development policy and plan in your school/organisation and across settings. Advise on linking this to the whole school /organisation development plan and objectives set for individual learners with dyslexia / SpLD.	1.8,

Ref.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Mapping to BDA ATS Criteria
F2	Demonstrate that your continuing professional development in dyslexia/SpLD can be achieved through a number of different ways (e.g., reading, talking to colleagues, visiting other schools).	Provide appropriate and differentiated development opportunities in dyslexia/SpLD to practitioners and parents/carers, appropriate to your professional role.	Develop and evaluate the effectiveness and impact of the training and continuing professional development in dyslexia / SpLD provided in your setting.	Use current research and evidence-based practice to support your own and other people' continuing professional development in dyslexia/SpLD across settings.	Use current research and evidence-based practice to support your own and other people's continuing professional development in dyslexia/SpLD across settings. Contribute to further development of the evidence base by implementation of action research and evaluation projects in the setting.	1.8, 2.7,