

<b>BDA ATS CRITERIA</b>		<b>SPLD PDF FRAMEWORK CRITERIA</b>
Demonstrate an understanding of the:		
1.1	the nature of dyslexia.	A5/4, A5/5, A6/5, A7/3, B1/4, B4/3,
1.2.	good practice in Wave 1 teaching of literacy (reading, spelling and writing). This should include understanding of appropriate Wave 1 systematic phonics teaching programmes and the reading models on which intervention programmes are based.	A1/5, B5/4, C3/3, D7/4, D9/3, D11/3,
1.3.	contemporary theories of the typical development of language, literacy and numeracy skills and how dyslexic learners may differ from those who are not experiencing difficulties in acquiring these skills.	A2/5, A5/4, A6/3, B2/3, B5/4, C9/3, D7/4, D8/3, D15/3,
1.4.	principles underlying structured, sequential, multi-sensory teaching.	A2/4, A7/4, A9/4, B1/4, B2/3, B6/4, D10/3, D11/4, D15/3,
1.5.	design and delivery of individual teaching programmes.	A2/4, A7/4, A9/4, B1/4, B2/3, B6/4, D4/5, D10/3, D11/4,
1.6.	learning environment organisation facilitating individual learning.	A2/3, A4/4, D3/4, D14/3, D16/3, D17/3, D18/3, E1/4,
1.7.	the contribution of ICT in the screening and teaching of specific learning difficulties / dyslexia and a knowledge of relevant technical aids.	C2/4, D2/4, D9/4, D10/3, D11/4,
1.8.	methods and principles of staff development for an inclusive curriculum.	A8/4, C1/5, C6/4, D3/3, D5/4, D6/5, D10/3, D11/5, D13/4, D14/5, D15/3, D16/3, D17/5, D18/3, E1/4, E2/4, E3/4, E4/3, E5/4, E6/5, F1/4, F2/3,

<b>BDA ATS CRITERIA</b>		<b>SPLD PDF FRAMEWORK CRITERIA</b>
2.1	Identify learners with specific learning difficulties in the classroom.	A5/4, B3/4, C2/4, C7/4, C8/4, D4/5,
2.2	Make a diagnostic appraisal based on observation, and assessment of attainments and the reports of other professionals.	A3/3, A5/4, B2/4, B3/4, C2/4, C7/5, C8/4, D5/4, E3/2,
2.3	Demonstrate an understanding of the social, emotional and behavioural difficulties pupils with specific learning difficulties may encounter.	A4/5, A6/3, D1/5, D4/4, D12/5, D16/5, D17/4, D18/5, E5/5,
2.4	Construct and evaluate a structured, sequential, multi-sensory teaching programme to meet specific individual needs at a basic level in learning literacy and numeracy within the National Curriculum.	A9/4, B2/4, B6/4, B7/4, C10/4, D4/4, D5/4, D7/4, D9/4, D10/5, D11/4, D15/4, E1/4,
2.5	Communicate effectively with teachers, parents and other professionals by verbal and written reports on the needs and achievements of learners with dyslexia.	A1/4, A8/5, B2/4, C3/5, C4/3, C6/5, C8/3, D3/3, D5/5, D7/4, D9/5, D10/5, D11/5, D13/4, D14/5, D18/4, E1/4, E2/4, E3/5, E4/5, E5/4, E6/5,
2.6	Understand how to develop effective study methods, organisation skills and improved motivation and self esteem for learners.	A4/5, B2/5, C4/3, D1/5, D2/5, D5/4, D11/5, D12/5, D14/5, D16/5, D17/5, D18/5, E1/4,
2.7	Model teaching and learning approaches and coach staff in their own and other schools.	A1/5, A8/5, B1/5, C1/3, C6/5, D3/3, D4/5, D5/5, D6/5, D7/4, D9/5, D10/5, D11/5, D13/5, D14/5, D15/5, D16/5, D17/5, D18/5, E1/5, E2/4, E3/5, E4/5, E5/4, E6/5, F2/3

CRITERIA IN ADDITION FOR AMBDA		SPLD PDF FRAMEWORK CRITERIA
5.1	Understand and critically appraise:	
5.1.1	current research in specific learning difficulties / dyslexia and its relevance for teaching learning.	A3/5, A6/5, B1/5, B2/5, B5/5, B6/5, C9/5, D9/5, D10/5, D15/5,
5.1.2	theory and practice of psychometrics.	C3/5, C7/5,
5.1.3	relationship of that theory to the assessment of cognitive abilities and difficulties of pupils and students.	C3/5, C7/5, D8/5, D15/5,
5.2	Competently prepare and disseminate technical reports to specialist teachers and other professionals and non-professionals concerned with the support of students including the provision of advice and recommendations to meet specific purposes.	A1/5, A2/5, A8/5, B1/5, B2/5, C1/5, C3/5, C5/5, C6/5, C8/5, D3/5, D4/5, D5/5, D7/5, D9/5, D10/5, D11/5, D13/5, D14/5, D15/5, D17/5, D18/5, E1/5, E2/5, E3/5, E4/5, E6/5, F1/5, F2/5,
5.3	Critically appraise and reflect on a range of learning strategies and structured, sequential, multi-sensory language and numeracy teaching programmes.	A2/5, A9/5, B6/5, B7/5, D4/5, D5/4, D8/5, D9/5, D10/5, D11/5, D18/5,
5.4	Demonstrate familiarity with the evidence-base concerning effective interventions for learners with dyslexia and literacy difficulties, and show how such knowledge may be used in monitoring and evaluating programmes of support.	A2/5, A6/5, A9/5, B1/5, B2/5, B4/5, B6/5, C1/5, C6/5, C10/5, D4/5, D5/5, D7/5, D9/5, D10/5, D11/5, D15/5, D18/5, E1/5, F1/5, F2/5,

5.5	Demonstrate an understanding of the implications of social, emotional, behavioural and community issues for dyslexic learners and their families. It is important that these issues are considered across the full age range so that current difficulties can be understood in relation either to their possible derivation or future implications.	A4/5, A6/5, A8/5, C9/5, D1/5, D12/5, D14/5, D16/5, D17/5, D18/5, E5/5,
5.6	Understand and critically appraise the role of ICT in:	
5.6.1	the screening for and teaching of specific learning difficulties / dyslexia.	A5/5, B3/5, C2/5, C3/5, C4/5, C7/5,
5.6.2	the range of technical aids for teaching, writing and numeracy.	D11/5,
5.6.3	support and access to learning.	D2/5,
5.7	Demonstrate an awareness of the implications of and issues arising from the 14 to 19 curriculum.	D4/5, D11/5, D12/5, D13/5, D14/5, D16/5, D18/5, E1/5, E2/5, E3/5, E4/5, E5/5, E6/5, F1/5,
6.1	Develop and demonstrate the necessary knowledge and skills competently to observe diagnostically and assess the cognitive abilities and difficulties of pupils who fail to become competent in literacy and / or numeracy and report appropriately on their needs and provision required.	A3/5, A5/5, A6/5, A7/5, B1/5, B2/5, B3/5, B4/5, B7/5, C2/5, C3/5, C5/5, C6/5, C8/5, D4/5, D5/5, D8/5,

6.2	Design, produce, deliver and critically evaluate appropriate programmes in relation to the assessed needs of a range of dyslexic pupils making reference to current theory and research.	A8/5, B1/5, B2/5, B5/5, B6/5, B7/5, C10/5, D4/5, D5/5, D7/5, D8/5, D9/5, D10/5, D11/5, D15/5, D18/5, E1/5, F2/5,
6.3	Demonstrate an understanding of the legal and professional issues that affect dyslexic pupils.	D2/5, D17/5, D18/5, E2/5, E3/5, E4/5, E5/5, F1/5, F2/5,