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Reverse Mapping: Charting SASC* Criteria to Literacy and Dyslexia-SpLD Professional Development Framework Statements.

* SpLD Assessment Standards Committee, website: www.sasc.org.uk

SASC Criteria – learning outcomes to ensure the acquisition of appropriate skills for a candidate to operate as an SpLD assessor at an independent level		Literacy and Dyslexia-SpLD Prof Development Framework Strands/stages
S.1	Specific Learning Difficulties with a primary focus on Dyslexia	A1.4;A1.5; A2.5; A3.5; A4.3; A9.4;
S.2	Definition	A1.4; A1.5 A2.4;A2.5; A3.5;A5.4; A7.4; B1.5; B2.4; B3.5; B4.5; B5.5;
S.3	Aetiology	A1.5; A2.5; A4.5; A6.4; A7.4; A8.4; B4.5;
S.4	Relationship to learning and teaching	A1.4; A2.4;A2.5; A3.4; A3.5; A4.4; A5.4; A6.4; A7.4; A7.5; A8.4; A9.4;

		B1.5; B2.4; B3.4; B4.4; B5.4; B6.4; B7.4; C1.4; C3.4; C3.5; C4.3; C5.3; C7.4; C.9.3; C10.4, C10.5; D1.5; D2.5; D3.3; D3.4; D4.4; D4.5; D5.4; D5.5; D6.4; D7.4; D8.4; D9.3; D9.4; D10.3; D11.4; D12.5; D 13.4; D13.5; D14.4; D14.5; D15.3; D15.4; D15.5; D16.3; D16.4; D16.5; D17.3; D17.4; D17.5; D18.4; E1.4; E1.5; E2.3; E3.4; E4.3; E4.5; E5.4; E5.5; E6.4; E6.5; F1.4; F1.4; F2.3; F2.5
S.5	Other SpLDs (e.g. Dyspraxia / DCD / ADHD and their co-occurrence with dyslexia)	A1.5; A5.4; A.5.5; A6.4;A9.4;A9.5; B3.4; B3.5; B7.5; C1.4; C1.5
S.6	Assessment	A1.5; A.2.5; A.3.5; A.4.5; A.5.5; A.6.5; A.7.5; A.8.5; A.9.5; B1.5; B2.5; B3.5; B4.5; B5.5; B6.5; B7.5; C2.5;C3.5;C4.5; C5.5; C6.4; C6.5; C7.5; C8.5; C9.5; C10.5; D1.5; D2.5; D4.5; D7.5; D8.5; D12.5; D13.4; D13.5; D14.5; D15.5; D18.5; E1.4; E5.5; F1.5; F2.4
L.1	understand the nature of specific learning difficulties and be able to identify learners with SpLD	A1.5;A2.5; A3.5;A5.4; B1.5;B4.5; B5.5; C1.4
L.2	demonstrate an understanding of the cognitive and affective issues observed in learners with SpLD.	B2.4; B2.5; B3.5; B4.5; B7.5; C3.5; C8.5; C9.5. D16.5
L.3	understand the principles, theory and application of psychometric and educational assessment	C2.5; C4.5; D10.5; D12.5
L.4	be able to identify appropriate methods and materials for screening and in-depth assessment of individual needs, based on an understanding of current theory	C2.5; C4.4; C4.5; C7.5; C8.5; C9.5; D7.5; D12.5
L.5	know how to administer tests correctly and interpret resulting data accurately	C4.5; C5.5; C7.5; C8.5

L.6	have demonstrated the ability to produce professional reports written in a language easily accessible to non-specialists	C3.5; C5.5; D13.4;
L.7	integrate results from a range of assessment findings to draw conclusions	C3.5; C5.5; C8.5; C9.5; D5.5; D7.5; D16.5
L.8	be able to make teaching and learning recommendations that are directly linked to assessment findings and to the individual's needs	C2.5; C3.5; C8.5; C9.5; C10.5; D1.5; D2.5; D3.5; D4.5; D7.5; D8.5; D9.5; D10.5; D11.5; D12.5; D13.5; D14.5; E1.5
L.9	understand current legal and professional issues, rules and regulations affecting individuals with SpLD	C4.5; C9.5; D5.5; D17.5; D18.5; E5.5
L.10	be able to complete relevant forms and reports to meet varied individual needs	C4.5; C10.5
L.11	understand all aspects of processing documentation and managing special arrangements for learners with SpLD	C4.5; C6.5; D3.5
L.12	have demonstrated the ability to communicate effectively findings and implications of any assessments to relevant individuals both orally and in writing as required, with due regard for building a positive framework	C2.5; C3.5; C5.5; C6.4; D1.5; D2.5; D14.5; D15.5; E1.5; E3.5
L.13	have developed self-reflective practice	F1.3; F1.5; F2.5
L.14	have developed practice which takes into consideration equal opportunity	C3.4; C6.4; C6.5, C9.4; C9.5; C10.4; C10.5; D17.5; D18.5
L.15	understand current professional codes of ethics and standards of practice	D 17.5; D18.5

Course providers will need to ensure that each candidate provides evidence of having met the above learning objectives.

Evidence Requirements:

This evidence is not restricted to, but must include

evidence of independent, practical application of above skills
evidence of understanding of the theory underpinning assessment and the use of standardised tests in assessing SpLDs including verbal and non-verbal reasoning, attainment, cognitive processing.
evidence of practical skills in conducting assessments comprising a minimum of
3 assessment reports, stemming from 3 different assessments and demonstrating a range* of assessment experience
assessment plans and working papers relating to the 3 assessment reports submitted.
tutors' or mentors' reports on 3 assessments carried out under supervision, one of which is observed (video/dvd evidence acceptable)
evidence of candidate's ability to form recommendations drawing together conclusions supported by the assessment findings from results in different areas to give a profile of an individual
evidence of the candidate's ability to evaluate and modify own practice.

* range could include: different tests, age ranges, levels of ability, purposes of assessment, cognitive profiles [e.g. Access, DSA, parental information, LEAs, schools, workplace]

Recommendations for training

practical exercises in data analysis including use of previously videoed sessions performed by others
<ul style="list-style-type: none"> inclusion of simulation exercises making use of:
video/dvd evidence covering appropriate age ranges
genuine raw data
<ul style="list-style-type: none"> practice in writing specific objectives linked to subject's needs
<ul style="list-style-type: none"> opportunities for tutor-led and peer discussions of genuine case studies relating to special arrangements, Disabled Student Allowances, examination access arrangements, other assessment requirements as may be relevant
<ul style="list-style-type: none"> training in the skills of observing pupils'/students' strategies and listening to their explanations of strengths and difficulties; using these to expand the process of exploration
<ul style="list-style-type: none"> training in highlighting the difficulties in identifying learners who have developed compensatory strategies, but which might not be sufficient for the increased demands of their next level of studies
<ul style="list-style-type: none"> candidates should generate reports on evidence found within the age groups where they are qualified as a specialist teacher and in their own place of work where possible
<ul style="list-style-type: none"> practitioners must recognise that proper liaison and co-operation with learners/ teachers/ tutors and examination personnel is necessary and that it is wholly inappropriate to produce reports without this
<ul style="list-style-type: none"> candidates wishing to qualify across the age range should have a minimum of 3 assessments carried out under supervision, one of which is observed in the adult range and one in each of the other two, one of which is observed
<ul style="list-style-type: none"> candidates wishing to qualify in one age range should have a minimum of 3 assessments carried out under supervision, one of which is observed

- training should include the writing of reports of a professional standard which are accessible to the intended audience.

As part of CPD practitioners will be expected to extend their skills by making use of post-qualification mentoring.

The assessment award can be earned within the provisions of an AMBDA approved course as long as certain criteria are met:

- (a) assessments actual and simulated must be carried out with subjects in age ranges appropriate to the candidate's area of work
- (b) a minimum of 3 assessments must be carried out under supervision, one of which must be observed.

Such training could be pursued with top-up courses of 60 hours, for Route 2 candidates who have other SpLD qualifications, or possibly SEN qualifications, wanting and needing to move into this field. SENCOs might fit into this category as well as candidates with Approved Teacher Status of the British Dyslexia Association (BDA ATS) or other SpLD Certificate Level qualifications.

Training should be designed to meet the above outlined learning objectives and include the following:

**MINIMUM
REQUIREMENTS**

- 90 hours of lectures, seminars and guided learning hours plus private study time
- 12 hours of lectures and seminars to be devoted to study of psychometric testing
- 18 hours evaluated specialist teaching
- 1 hour teaching observed and assessed by course tutor
- training in writing assessment reports
- 3 diagnostic assessments carried out under supervision, one of which is observed

Evidence must demonstrate current practical application of skills in diagnostic assessment and reporting specific to one or more age ranges. It must include records related to 3 separate diagnostic assessments, demonstrating the ability to assess students/pupils from different learning situations who present different patterns of ability and difficulty. These records should comprise:

EVIDENCE REQUIREMENTS

- logs related to each assessment showing the ability to plan an assessment, liaise with others as appropriate and choose appropriate assessment materials
- evidence of one hour of an observed assessment session (video/dvd evidence acceptable) and tutor reports on supervised assessments
- diagnostic assessment reports (linked to each assessment carried out) showing the ability to present a professional report; score tests correctly; interpret data from tests used; give an overview of pupils'/students' strengths and difficulties; suggest relevant learning support
- supporting documentation for each report such as score sheets, records of observations.

Charting ATS-AMBDA-SASC criteria against Literacy and Dyslexia-SpLD Professional Development Framework Stages

This table demonstrates the stages for training and evidence required to meet the various standards.

Strand A Structure and development of language, literacy and learning

This strand includes the following themes:

- The relationship between language, literacy and learning
- The relationship between phonological awareness and phonological processing
- The structure of language
- The factors that can affect the development of language, literacy and learning
- The impact of English as an additional language on language and literacy
- The potential impact of dyslexia/SpLD on numeracy development

	ATS ¹					AMBDA ²					SASC ³				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A1				2.5	1.2, 2.7					5.2				S.1; S.2; S.4;	S.1; S.2; S.3; S.5; S.6; L.1
A2			1.6	1.4, 1.5	1.3					5.2, 5.3, 5.4				S.2; S.4;	S.1; S.2; S.3; S.4; S.6; L.1

¹ Numbers are taken from BDA Approved Teacher Status Criteria

² Numbers are taken from BDA Associate Membership of the BDA Criteria

³ Code letters and numbers are taken from SASC accreditation criteria and are reproduced at the end of this document.

A3			2.2							5.1.1 6.1				S.4	S.1; S.2; S.4; S.6; L.1
A4				1.6, 2.6	2.3					5.5			S.1;	S.4	S.3;
A5				1.1, 1.3, 2.1, 2.2	1.1					5.6.1, 6.1				S.2; S.4; S.5; L.1	S.5; S.6
A6			1.3, 2.3		1.1					5.1.1, 5.4, 5.5, 6.1				S.3; S.4; S.5	S.6
A7			1.1	1.4, 1.5						6.1				S.2; S.3; S.4;	S.4; S.6
A8				1.8	2.5, 2.7					5.2, 5.5 6.2				S.3; S.4	S.6;
A9				1.4, 1.5, 2.4						5.3, 5.4				S.1; S.4; S.5;	S.5; S.6
<p>Strand B Theories of dyslexia/SpLD and theories of specialist teaching This strand includes the following themes:</p> <ul style="list-style-type: none"> • Current definitions of dyslexia and co-occurring difficulties and the relationship between them • The main areas of difficulty in the educational setting for learners with dyslexia/SpLD • The different theories of dyslexia • The different models of reading development • The principles of multi-sensory teaching 															
	ATS					AMBDA					SASC				

	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
B1				1.1, 1.4, 1.5`	2.7					5.1.1, 5.2, 5.4, 6.1, 6.2				S.4;	S.2; S.6; L.1
B2			1.3, 1.4, 1.5	2.2, 2.4, 2.5	2.6					5.1.1, 5.2, 5.4, 6.1, 6.2				S.2; S.4; L.2	S.6; L.2
B3				2.1, 2.2						5.6.1, 6.1				S.4; S.5;	S2; S.5; S.6; L.2
B4			1.1							5.4, 6.1				S.4;	S.2; S.3; S.4; S.6; L.1; L.2
B5				1.2, 1.3						5.1.1, 6.2				S.4	S.2; S.6; L.1
B6				1.4, 1.5, 2.4						5.1.1, 5.3, 5.4, 6.2				S.4	S.6
B7				2.4						5.3, 6.1, 6.2				S.4	S.5; S.6; L.2

Strand C Identifying and assessing dyslexia/specific learning difficulties

This strand includes the following themes:

- Identify and assess learners with dyslexia/SpLD at a level appropriate to the role of the professional
- Follow agreed procedures in a setting for making referrals
- Devise and implement teaching and support plans to meet the needs of a learners identified during the assessment process
- Undertake appropriate arrangements for learners with dyslexia/SpLD entitled to special arrangements for public examinations

	ATS					AMBDA					SASC				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
C1			2.7		1.8					5.2, 5.4				S.4; S.5; L.1	S.5;
C2				1.7, 2.1, 2.2						5.6.1, 6.1				S.6	S.6; L.3
C3			1.2		2.5					5.1.2, 5.1.3, 5.2, 5.6.1, 6.1				S.4; L14	S.4; S.6; L.2
C4			2.5, 2.6							5.6.1			S.4		L.3; S.6; L.4
C5				2.5						5.2, 6.1			S.4		S.6
C6				1.8	2.5, 2.7					5.2, 5.4, 6.1				S.6	S.6
C7				2.1	2.2					5.1.2, 5.1.3, 5.6.1				S.4; L14	S.6; L14
C8			2.5	2.1, 2.2						5.2, 6.1					S.6; L.2

C9			1.3							5.1.1, 5.5			S.4	L14	S.6; L.2; L14
C10				2.4,						5.4, 6.2				S.4; L14	S.6; S.4; L14

Strand D Teaching and supporting learners with dyslexia/specific learning difficulties

This strand includes the following themes:

- Demand high expectations of learners, developing their independence as learners and seek the views of learners on a wide range of issues
- Set challenging and appropriate targets in response to a profile of a learner
- Plan and prepare differentiated teaching materials and lessons, including the use of ICT and specialist resources within the context of a dyslexia/SpLD friendly environment
- Closely monitor the progress of learners and where necessary adapt learning and teaching in order to ensure progress is maintained
- Undertake to keep informed of current research and developments, including evidence based practice to inform teaching support of learners
- Interpret and implement relevant legislative and policy frameworks relating to dyslexia, SEN and disability

	ATS					AMBDA					SASC				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
D1					2.3, 2.6					5.5					S.4; S.6
D2				1.7	2.6					5.6.3, 6.3					S.6; S.4
D3			1.8 2.5, 2.7	1.6						5.2			S.4	S.4	

D4				2.3, 2.4	1.5, 2.1, 2.7					5.2, 5.3, 5.4 5.7, 6.1, 6.2				S.4	S.6; S.4
D5				1.8, 2.2, 2.4, 2.6	2.5, 2.7				5.3	5.2, 5.4, 6.1, 6.2				S.4	S.4
D6					1.8, 2.7									S.4	
D7				1.2, 1.3, 2.4, 2.5, 2.7						5.2, 5.4, 6.2				S.4	S.6
D8			1.3							5.1.3, 5.3, 6.1, 6.2				S.4	S.6
D9			1.2	1.7, 2.4	2.5, 2.7					5.1.1, 5.2, 5.3, 5.4, 6.2			S.4	S.4	
D10			1.4 1.5 1.7 1.8		2.4, 2.5, 2.7					5.1.1, 5.2, 5.3, 5.4, 6.2			S.4		L.3

D11			1.2	1.4, 1.5, 1.7, 2.4	1.8, 2.5, 2.6, 2.7					5.2, 5.3, 5.4, 5.6.2, 5.7, 6.2				S.4	
D12					2.3, 2.6					5.5, 5.7					S.4; S.6; L.3
D13				1.8, 2.5	2.7					5.2, 5.7				S.4; S.6	S.4; S.6
D14			1.6		1.8, 2.5, 2.6, 2.7					5.2, 5.5, 5.7				S.4	S.4; S.6
D15			1.3, 1.4, 1.8	2.4	2.7					5.1.1, 5.1.3, 5.2, 5.4, 6.2			S.4	S.4	S.4; S.6
D16			1.6 1.8		2.3, 2.6, 2.7					5.5, 5.7			S.4	S.4	S.4; L.2
D17			1.6	2.3	1.8, 2.6, 2.7					5.2, 5.5, 6.3			S.4	S.4	S.4; L14; L15
D18			1.6 1.8	2.5	2.3, 2.6, 2.7					5.2, 5.3, 5.4, 5.5, 5.7, 6.2, 6.3				S.4	S.6; L14; L15

Strand E: Communicating and working with others

This strand includes the following themes:

- Have a clear sense of their role, responsibility and purpose within a team
- Adopt a team approach and contribute to the effective working of multi-disciplinary teams
- Participate in institutional improvement initiatives to improve outcomes for learners
- Follow their profession's ethical code of conduct
- Undertake to seek the views of parents/carers and strengthen practice between the home and educational setting

	ATS					AMBDA					SASC				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
E1				1.6, 1.8, 2.4, 2.5, 2.6	2.7					5.2, 5.4, 5.7, 6.2				S.4	S.4
E2				1.8, 2.5, 2.7						5.2, 5.7, 6.3				S.4	
E3		2.2		1.8	2.5, 2.7					5.2, 5.7, 6.3				S.4	
E4			1.8		2.5, 2.7					5.2, 5.7, 6.3			S.4		S.4
E5				1.8, 2.5, 2.7	2.3					5.5, 5.7, 6.3				S.4	S.4; S.6
E6					1.8, 2.5, 2.7					5.2, 5.7				S.4	S.4

Strand F: Professional development and dyslexia/SpLD

This strand includes the following themes:

- Actively seek opportunities and challenges for personal learning and development
- Participate in and provide continuous professional development activities

	ATS					AMBDA					SASC				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
F1				1.8						5.2, 5.4, 5.7, 6.3				S.4	S.4
F2			2.7							5.2, 5.4, 6.2, 6.3			S.4		S.4