



**Unlocking the secrets of Dyslexia:  
using the Dyslexia-SpLD Professional  
Development Framework as a key to  
personalised CPD**

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# The Dyslexia/SpLD Professional Development Framework



- Free online tool
- Funded by DfE, in conjunction with The Dyslexia/SpLD Trust and created in partnership with PATOSS and Dyslexia Action
- Provides a portal to access resources
- Personalised needs analysis with tailor-made report including a wide range of resources.
- Covers six key strands of essential expertise
- Includes five stages corresponding to a variety of roles within the educational workforce.

# Structure and content of Framework - Strands



- Development of language and literacy
- Theories of dyslexia/SpLD
- Identifying and assessing dyslexia/SpLD
- Supporting and teaching learners with dyslexia/SpLD
- Communicating and working with others
- Professional development and dyslexia/SpLD

# Structure and content of Framework: Stages



## Core

>> All staff teaching and supporting learners at all levels

## Enhanced 1

>> Practitioners in specialist settings, SEN teachers

## Enhanced 2

>> Higher level teaching; SENCo; Teacher in mainstream seeking to specialise in dyslexia/SpLD, Advanced Skills teacher

## Specialist 1

>> Dyslexia/SpLD Advisory Teacher; specialist teacher assessor

## Specialist 2

>> Specialist Teacher Assessor; Dyslexia/SpLD Advisor; Dyslexia/SpLD Trainer

# Statements and Confidence-ratings



- ‘Understand the differences between the Biological Theories, Cognitive Theories and Social-interaction Theory’.
- Confidence rating: 1      2      3
- ‘Explain the ‘Simple View of Reading’
- Confidence rating: 1      2      3

# Structure and content of Framework Professional development guidance



Each user receives an in-depth report (pdf)  
which includes **CPD** and **development advice**:

- Feedback on level within each strand for the stage selected
- Suggestions for work place activities to develop learning
- Professional development resources
- Website resources
- Key Reference documents
- Advice on how to select a relevant training course

# Examples of resources recommended



## *Texts:*

Read Chapter 1 of the Rose Review on Dyslexia:

<http://publications.education.gov.uk/eOrderingDownload/00659-2009DOM-EN.pdf>

## *Websites:*

A Framework for Understanding Dyslexia - Theories of dyslexia

<http://www.excellencegateway.org.uk/page.aspx?o=124856>

The Daily Mathematics Lesson: Guidance to Support Pupils with Dyslexia & Dyscalculia.

DfES 0512/2001

[http://scotens.org/sen/resources/dyslexia\\_leaflet\\_maths.pdf](http://scotens.org/sen/resources/dyslexia_leaflet_maths.pdf)

# Extracts from The Rose Review

## Chapter 1 (2009 p.30)



- ***Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.***
- *Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.*
- *Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.*



# Theories of Dyslexia covered in Chapter 1



- Evidence for a genetic link (p36):

**Twin and familial studies** (Snowling 2007, 2008; Pennington and Olson 2005) show that there is a higher incidence of Dyslexia in families with other Dyslexic members, but find it difficult to distinguish between genetic inheritance and shared environmental influences.

## **Chromosomal evidence**

... *‘strongest evidence for linkage with dyslexia is a site on the short arm of chromosome 6, with others replicated on chromosomes 1, 2, 3, 11, 15 and 1852. ...but it is important to emphasise that genetic influences are probabilistic.’*

# The Simple View of Reading

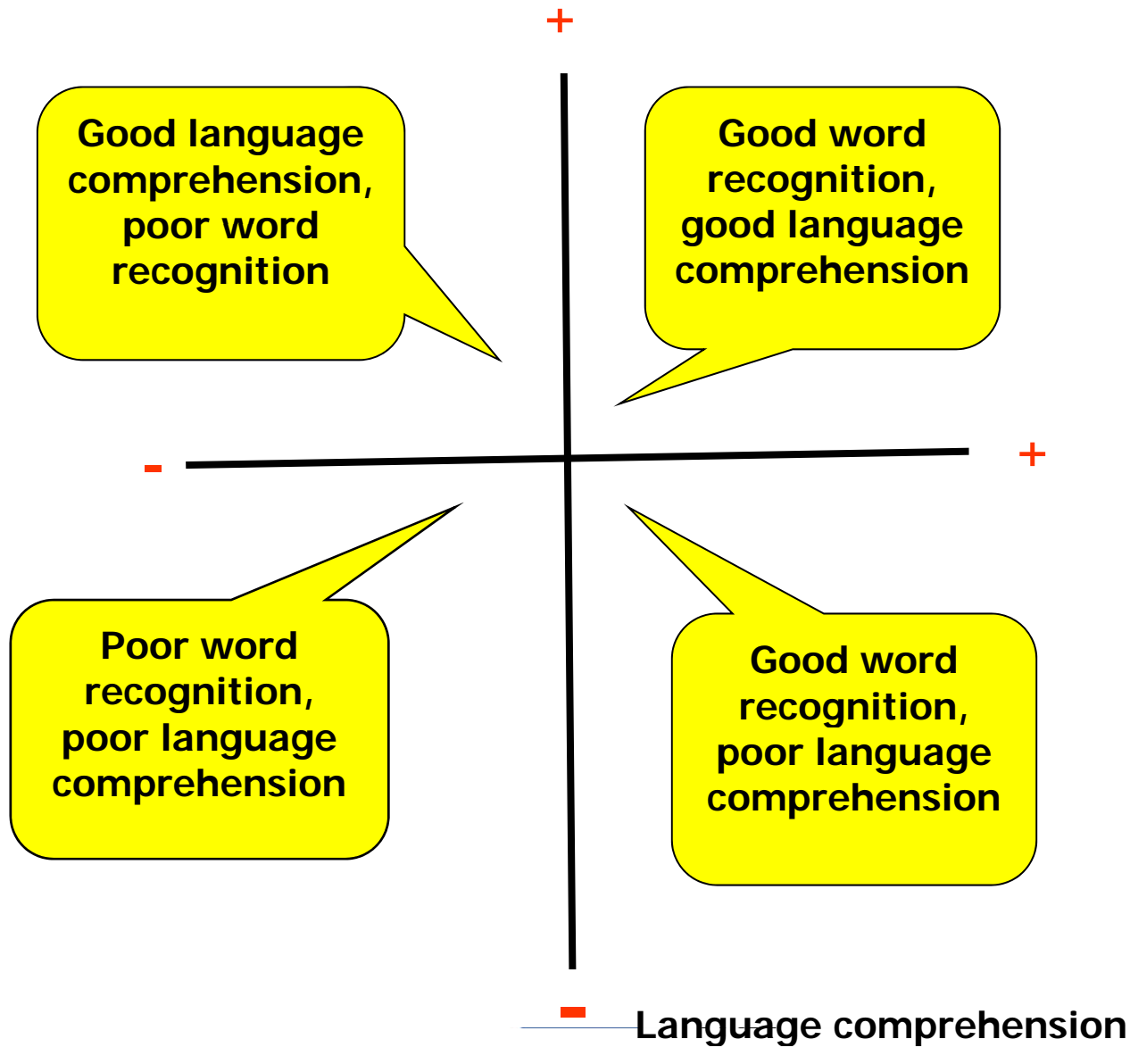


[www.standards.dcsf.gov.uk/primaryframework/literacy](http://www.standards.dcsf.gov.uk/primaryframework/literacy)

This visual framework was designed to help practitioners gauge the relationship between decoding skills and comprehension skills in the individual learner.



Word recognition



# Brain-based models



*'Functional brain imaging studies during reading indicate that children and adults with dyslexia typically show less activity than controls in left hemisphere temporo-parietal regions. Preliminary evidence suggests that intervention may reduce this underactivation.'*

*However, the causal status of brain differences in dyslexia is debatable because brain development shows considerable plasticity: both its structure and function are shaped by use.'* (p37)

Price and McCrory (2005)

Simos et al (2002), Shaywitz et al (2004)

# A Framework for Understanding Dyslexia



- Biological theories of dyslexia.
- Cognitive theories of dyslexia.
- Social interactive theory of dyslexia.
- **What do theories agree on?**  
There are some general agreements on some of the causes of dyslexia.
- **Where are there areas of disagreement?**  
Disagreements on the definition and causes of dyslexia.

<http://www.excellencegateway.org.uk/page.aspx?o=124856>

# Dyslexia and Dyscalculia



- [http://scotens.org/sen/resources/dyslexia\\_leaflet\\_maths.pdf](http://scotens.org/sen/resources/dyslexia_leaflet_maths.pdf)

The National Numeracy Strategy: The daily mathematics lesson

*Guidance to support pupils with dyslexia and dyscalculia*

# Who is the Framework for?



- Individual working with the Dyslexic learner
- Inclusion Manager with responsibility for teams within organisation
- Team leaders involved with strategic planning towards improvement in dyslexia-friendly provision.
- CPD leaders and training providers as a reference for designing learning outcomes

## Different ways of using the Framework to support CPD



- Planning future INSETs and training events
- Tailor CPD to meet individual staff needs
- Structuring an event with a small group to stimulate discussion about Dyslexia/SpLD
- Develop a recruitment plan
- Inform coaching and mentoring and non-course based CPD
- Structuring strategic planning for enhanced Dyslexia/SpLD provision



# Accessing the Framework



- The framework can be accessed via The Dyslexia-SpLD Trust website, via 'Resources':

<http://www.thedyslexiaspldtrust.org.uk/professionaldevelopmentframework/>

The 'Framework User's Guide' contains additional information to support the practitioner and is available to download from this portal.

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