M05C
Dyslexia: Professional Report Writing

1.	Module Code	M05C
2.	Title	Dyslexia: Professional Report Writing
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Module Leader	Siobhan Mellor
7.	Accredited by	
8.	Module Requisitions	
	(a) Pre-requisite	(a) ATS or APS or specialist teacher professional membership with either the Dyslexia Guild, British Dyslexia Association or Patoss (b) Registration on the BPS's Register of Qualifications in Test Use (RQTU)
	(b) Programme Restriction	None
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
9.	Automatic deferral	No
10.	**Aims** On successful completion of this module you will be able to: ● Integrate all assessment data and draw diagnostic conclusions regarding the existence or otherwise of dyslexia and associated specific learning difficulties. ● Critically analyse differences between attainments and abilities. ● Formulate appropriate intervention strategies based on that diagnostic assessment. ● Create professionally persuasive written arguments for the existence of a specific difficulty and to empower others to intervene effectively on behalf of the client.	
11.	**Learning Outcomes:** Successful completion of this course will enable the following: **Knowledge:** 1. The principles, theory and application of psychometric and educational assessment. 2. Typical and atypical acquisition of language and literacy skills, and the current theories and models for understanding the nature of specific learning difficulties (Dyslexia) 3. The factors involved in identifying dyslexia, including role and legitimacy of discrepancy analysis in the identification of dyslexia.	

		4. Current legal and professional issues, rules and regulations affecting individuals with dyslexia.
		Skills:
		5. Produce professional reports which effectively communicate the findings and implications of any assessments, and defend conclusions robustly, whilst also written in language easily accessible to non-specialists.
12.	**Syllabus** The syllabus for this module will centre on the models of identification of dyslexia. It will critically evaluate the ways in which dyslexia has been identified in the past and how it is identified now. A particular focus will be on the role and legitimacy of the so called 'discrepancy' model and this will be critically analysed for validity. Alternative models will be analysed. The module will then focus on the integration of all available information and data to enable students to create and write professional reports.	
13.	**Learning and teaching** will be via distance education using Real Training's online Virtual Learning Environment, Campus Online. Students access the study topics, including the learning activity instructions and supporting content through Campus Online. Campus Online is an integrated environment that: - Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. - Allows students to manage and track their progress through the activities and assessments. - Enables students to submit their evidence and assignments, and receive feedback from their tutors. - Allows regular feedback and support from an allocated tutor. The Dyslexia: Professional Report Writing is one of the 'Skills and Knowledge' modules and as such the Learning Experiences are based around practical activities that encourage the student to learn skills and require the relevant knowledge for the module. These are supported by activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises. **These activities include:** - Reflection on practice, structured through 'learning log' online entries. - Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales. - Problem-based learning scenarios. **There is access to supporting content including:** - Directed reading of selected papers, book chapters, specialist online materials.	

- Use of case study examples, videos and other learning materials.

Campus Online also supports a collaborative learning environment with:
- Fellow students via peer review, presentations by students, group forums and participation in online discussion forums
- Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.
- Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.

Records of progress and feedback
The online forum provides a comprehensive and highly detailed electronic record of all communications between student and tutor, including feedback for assignments, via within-site email, discussion forum and in the library.
 A dedicated 'progress' facility within campus online allows close monitoring of progress with regard to progression through the learning experiences of the module, with green ticks clearly highlighting completion of specific tasks and submission (uploading) of assignments.

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Assessment
- **Critical Analysis 1 (1500 words):** Analysis of the factors influencing typical and atypical acquisition of language and literacy skills, and the influence of these factors within models of dyslexia.
- **Critical Analysis 2 (1500 words)**: Analysis of a case study, for which background information and test results are provided, requiring critical analysis of given test data and critical interpretation of wider assessment information to produce robust conclusions and recommendations.
- **2 Draft Practice Analysis tasks - submitted for tutor formative feedback, but not included in final portfolio:**
  (a) Practice Analysis 1A: A 1st written report, stemming from a full SpLD assessment, outlining the rationale and evidence for the identification of a specific learning difficulty.
  (b) Practice Analysis 1B: :A 2nd written report stemming from a different full SpLD assessment, outlining the rationale and evidence for the identification of a specific learning difficulty and representing a different assessment from that undertaken in Practice Analysis 1A, to demonstrate a range of assessment experience (in relation to age or ability level or profile of the client, or the purpose of assessment).
- **1 Final Practice Analysis task:**
  (a) Final written Report 1C (2500 words)**:** A written report stemming from a full SpLD (dyslexia) assessment, outlining the rationale and evidence for the identification of a specific learning difficulty. This final report will be submitted without formative feedback, and should represent a different assessment from that undertaken in the two formative assessment and report writing tasks', to (a) demonstrate a range of assessment experience (in relation to age or ability level or profile of the client, or the purpose of assessment) and (b) incorporate the learning from tutor feedback given in relation to those 2 draft reports.

	(b) **A video submission** (DVD or file upload) demonstrating competencies in the direct assessment of the client, showing at least 2 subtests, which will be assessed alongside the corresponding final practice analysis report. ● **Reflective Analysis 1 (500 words):** A short learning log of practice change over the duration of the module, and comparative analysis of pre- and post-module style and skills.	
14.	**Assessment Weighting**	
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
	Seen examination	0%
15.	Timetabled examination required	No
16.	Length of exam	N/A
17.	**Learning materials** The core reading list for this module can be found on the relevant module page on the Campus Online learning platform. Any reading materials that are required for the course will also be made available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc. <mark>List supplied for revalidation event:</mark> The module will comprise 3 strands, with learning experiences within them. Overall the module represents a total of around 300 hours of study, including guided learning, reading and practical activities as well as private study, including wider reading around the subject, evidence for which will be evaluated in assessed assignments. The 3 strands are: **Strand 1: Effective identification: evolution and current thinking** **Strand 2: Rigorous assessment: creating a multi-perspective profile** **Strand 3: Professional reporting: key approaches to sound judgements** **Learning Materials:** The online module guide contains the learning materials and instructions and this is supplemented by web based materials as the programme is delivered via distance learning. All students on the module have access through the website to the **EBSCO** academic database. **Web based learning materials will include:**	

The SpLD Assessment Standards Committee (SASC) website: www.sasc.org.uk
This website provides essential information regarding assessment guidelines, report pro-forma and updated assessment guidance

Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of Education for the TA/DfE for use across the education sector Available at www.education.gov.uk/lamb/

Recommended Reading:

Jones, A. , and Kindersley, K. (2013) *Dyslexia: Assessing and Reporting 2nd Edition: The Patoss Guide*, Hodder Education

British Psychological Society (1999: reprinted 2005) *Dyslexia, Literacy and Psychological Assessment.* Leicester: The British Psychological Society.

Rose, J. (2009). *Identifying and teaching children and young people with dyslexia and literacy difficulties.*

SpLD Assessment Standards Committee (2005) SpLD *working group 2005/DfES Guidelines*. London: DfES

Javier Gayan Guardiola (2001) The Evolution of Research on Dyslexia

Armstrong D.and Squires G. (2014) *Key Perspectives on Dyslexia*: *An Essential Text for Educators* Routledge

Frederickson, N. & Reason, R. (1999). Discrepancy definitions of specific learning difficulties. Educational Psychology in Practice, 10, 3-12

Arnold,C. (2017) 'Labels, literacy and the law. Implications for EP practice post -school in the UK'. Educational and Child Psychology, Volume 34, 4, 50-59 (available in EBSCo)

Conner, L. (2017) 'Understanding dyslexia: competing theories, expanding definitions and ongoing
controversy', The STeP Journal, 4(2), pp. 11-18.

Hettrich,E,L., Nayton, M., Samar, S., Wilkinson, C. Evidence-Based Assessment and Interventions for Problems with Reading in School Psychology in Thielking, M. Terjesen M.D.(eds.), 2017, Handbook of Australian School Psychology Springer International Publishing Switzerland 2017 173

Gresham, F.M., and Vellutino, F.R. **What is the Role of Intelligence in the Identification of Specific Learning Disabilities? Issues and Clarifications**, Learning Disabilities Research & Practice, 25(4), 194–206 C 2010 The Division for Learning Disabilities of the Council for Exceptional Children

Further Reading:

Davis, A. Elliott, J.E and Nicholson, R. (2016) Dyslexia, Developing the Debate, Bloomsbury Academic

Kelly, K., Phillips,S. & Symes,L. (2013) Assessment of Learners with Dyslexic-Type Difficulties, Sage

Reid, G. Dyslexia *and Inclusion: Classroom Approaches for Assessment, Teaching and Learning*. Nasen, David Fulton

Reid, G. And Fawcett, A. (2008) *Dyslexia in Context: Research Policy and Practice* London:Whurr.

Johnson, B., and Johnson,G. (2012) *Introduction to Statistics and Report Writing*. London:Pearson

Fletcher, J.M., Foorman,B. R. and Boudousquie, A. (2002) Assessment of Reading and Learning Disabilities: A Research-Based Intervention-Oriented Approach Journal of School Psychology, Vol. 40, No. 1, pp. 27–63

Fletcher-Campbell, F., Soler, J. and Reid, G. (2009). (Eds). *Approaching difficulties in literacy development : assessment, pedagogy and programmes.* London: Sage.

Rice, M & Brooks, G. (2004) *Developmental dyslexia in adults: a research review,* London: NRDC

Howe, M.A.J. (1997). *IQ in Question: The truth about intelligence.* London: Sage

Siegel, L.S. (1999). *Issues in the definition and diagnosis of learning disabilities.* Journal of Learning Disabilities, 32, 4, 304 – 319

Snowling, M.J., Nation, K., Moxham, P., Gallagher, A. & Frith, U. (1997). *Phonological processing deficits in dyslexic students: A preliminary account*. Journal of Research in Reading, 20, 31 – 34

Paulesu, E., Frith, U., Snowling, M., Gallagher, A., Morton, J., Frackowiak, F.S.J. & Frith, C.D. (1996). *Is Developmental Dyslexia a Disconnection Syndrome?* Evidence from PET scanning. Brain, 119, 143 - 157

Stanovich, K.E. & Stanovich, P.J. (1997). *Further thoughts on aptitude /achievement discrepancy*. Educational Psychology in Practice, 13, 1, 3-8