



EUPALT – Life Long Learning Project

European Passport for professionals in the field of Dyslexia



Result 1

Key learning outcomes for the guidance criteria FINAL INTERNAL VALIDATION DOCUMENT

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1 Module A: KNOWLEDGE AND UNDERSTANDING OF DYSLEXIA/SPECIFIC LEARNING DIFFICULTY (SLD)

1.1 Key learning outcomes

1. Relevant History
2. Definitions and Descriptions
3. Characteristics and Manifestations
4. Prevalence and Incidence
5. Etiology
6. Allied Conditions

1. Relevant History		
Knowledge	Skills	Wider Personal Competences
The nature of dyslexia from an historical perspective.	To be able to differ between older and up to date theories.	To convey it to parents in a sensitive and non threatening manner.

2. Definitions and Descriptions		
Knowledge	Skills	Wider Personal Competences
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.	Assessment of how these differences occur and what they mean	Critically appraise and reflect on a range of theoretical perspectives on dyslexia.

3. Characteristics and Manifestations		
Knowledge	Skills	Wider Personal Competences
Understanding of the range and depth of dyslexia and its impact socially, emotionally and developmentally through to adulthood.	Construct and evaluate a personalized ,structured, sequential, multi-sensory teaching programme and adjust the curriculum accordingly.	Ability to modify according to individual needs and evaluate the intervention on a regular basis.

4. Prevalence and Incidence		
Knowledge	Skills	Wider Personal Competences
Understanding of socio-	Understanding socio-	Being aware of the impact of

demographics of specific learning difficulties.	demographic literature and studies.	this demographic data in schools, further education, prisons, wider society
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5. Etiology		
Knowledge Understand and critically appraise: Current research of etiology of specific learning difficulties/ dyslexia and its relevance for the understanding of the person with dyslexia (genetics, neurobiology etc.)	Skills Demonstrate familiarity with the actual academic knowledge about etiology.	Wider Personal Competences Show openness about how new academic knowledge in this field may be used in monitoring and evaluating programmes of support.

6. Allied Conditions		
Knowledge Demonstrate an understanding of the social, emotional and behavioural difficulties pupils with specific learning difficulties may encounter.	Skills Methods and principles of staff development for an inclusive curriculum. Operate with the understanding of the legal and professional issues that affect dyslexic pupils. Operate with the 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.	Wider Personal Competences Communicate effectively with teachers, parents and other professionals by verbal and written reports on the needs and achievements of learners with dyslexia. Model teaching and learning approaches and coach staff in their own and other schools. 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.

2 Module B: KNOWLEDGE AND UNDERSTANDING OF TYPICAL CHILD DEVELOPMENT

2.1 Key learning outcomes

1. The Brain
2. Sensory Development and Sensory Integration
3. Perceptual Development
4. Motor Development
5. Spoken Language Acquisition
6. Written Language Acquisition
7. Memory
8. Self-Esteem
9. Motivation
10. Attention and Concentration
11. Bi/multi-lingualism

1. Brain		
<p>Knowledge Knowledge about general structure of the brain, information transfer</p> <p>Knowledge about the role of brain regions related to reading and writing abilities (e.g. Left posterior brain region)</p> <p>Knowledge about (neuronal) information processes during reading and writing</p>	<p>Skills Operate with the knowledge of scientific brain research and integrate findings of brain research into learning situations</p> <p>Adapt training situation with persons with dyslexia towards findings of brain research</p>	<p>Wider Personal Competences Communicate and explain underlying brain processes to persons with dyslexia and/or to relevant stakeholders (parents, teachers....)</p>

2. Sensory Development and Sensory Integration		
<p>Knowledge About diverse modalities of sensory development (visual, auditory, kinesthetic...)</p> <p>About cross-modal sensory Integration e.g. related to perceptual processes in the temporal cortex</p>	<p>Skills Being able to describe resources and possible deficits related to sensory processes or sensorial integration</p> <p>Apply cross modal stimuli during training processes</p> <p>Provide concrete exercises to stimulate cross-modal information processes</p> <p>Enable transfer processes between the training and daily live activities and/or natural</p>	<p>Wider personal Competences Explain and communicate the importance of sensory integration to persons with dyslexia</p> <p>Communicate in an understandable respectful way, taking into account resources and abilities of the learners or their stakeholders (e.g. parents, teachers)</p>

	learning environments (e.g. in school settings)	
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3. Perceptual Development		
Knowledge	Skills	Wider personal Competences
<p>About the development of diverse perceptual areas</p> <p>Specific knowledge about e.g. restricted auditory perception, impaired phonological perception, phonological working memory, Rapid Automatized Naming (RAN) and deficits in the categorical perception of phonemes</p>	<p>Being able to assess resources and deficits related to diverse perceptual areas.</p> <p>Being able to use basic tools to assess perceptual abilities</p> <p>Transfer knowledge about the perceptual system into exercises and support</p>	<p>Explain and communicate the importance of perceptual processes to persons with dyslexia</p>

4. Motor Development		
Knowledge	Skills	Wider personal Competences
<p>The development of fine and gross motor skills.</p> <p>Specific knowledge about e.g. restricted poor motor coordination.</p> <p>Knowledge about lateralization (e.g. low level of dexterity).</p> <p>Specific knowledge about motor-visual and hand-eye coordination.</p> <p>Specific knowledge about spatial abilities.</p>	<p>Ability to assess resources and deficits related to fine and gross motor development.</p> <p>Ability to use basic tools to assess motor difficulties.</p> <p>Transfer knowledge about the perceptual system into exercises and support.</p>	<p>Motivate learners towards motor stimulation</p> <p>Explain to learners the importance of motor behavior related to dyslexia and SpLDs.</p>

5. Spoken Language Acquisition		
Knowledge	Skills	Wider personal Competences
<p>About the development of language and the language acquisition process</p> <p>About stages and pre-stages of expressive and receptive language</p>	<p>Able to assess the developmental stage of language acquisition</p> <p>Able to use basic tools to describe language acquisition processes (including non-verbal behavior).</p>	<p>Increase awareness of stakeholders (parents, teachers..) related to possible language acquisition problems</p> <p>Increase awareness and compliance of stakeholders related to possible other</p>

About non-verbal communication	Transfer knowledge related to language acquisition into exercises and/or stimulation.	necessary support processes (e.g. speech therapy) Be aware of possible socio-logical factors on language acquisition
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6. Written Language Acquisition		
Knowledge About theories of development of written language acquisition About stages and pre-stages of written language About the importance of sequencing and the impact of fine and gross motor skills on handwriting	Skills Able to assess the developmental stage of written language (e.g. spelling, orthography) Able to use basic tools to assess the stage of written language acquisition Transfer knowledge related to written language into exercises and/or stimulation	Wider personal Competences Motivate learners to write to avoid future avoidance behaviour Increase the awareness of stakeholders towards the specificity of dyslexia

7. Memory		
Knowledge About functioning and types of memory in relation to dyslexia About specific challenges and deficits which can be observed in learners with dyslexia	Skills To assess the functioning of various types of memory To apply memory-targeting exercises within the learning process	Wider personal Competences To show an empathic and patient attitude towards various challenges which face learners with dyslexia

8. Self-Esteem		
Knowledge About the correlation between psychological processes (e.g. self-esteem, distress ...) and processes of writing and reading. About techniques towards stress-coping. About possible co-occurrences of dyslexia (e.g. ADD/ADHD). About the risk of social exclusion processes	Skills To create situations for the learners in which they feel self-efficient To perform exercises of stress reduction with the learner To provide advice related to social inclusion To highlight strengths and resources of the learner	Wider Personal Competences To communicate in a respectful way with the learners To provide stress-free learning environments

9. Motivation		
Knowledge About the importance of motivation related to writing/reading processes About basic theories of motivation and conditioned helplessness	Skills To be able to create a motivating learning environment for the learner To be able to perform positive reinforcement and success-oriented learning strategies	Wider personal Competences To be able to highlight resources and strengths To be aware of ones own resources during the work with learners with dyslexia

10. Attention and Concentration		
Knowledge About theories, function and mechanism of keeping attention and/or concentration related to writing and reading skills About cocurrence with ADD/ADHD or other developmental problems About support programs towards increasing attention	Skills To assess attention and concentration related to writing and reading To be able to create learning environments favourable towards attention and concentration To perform exercises to expand concentration and/attention	Wider Personal Competences To reflect own perceptions and concepts and eventually consider also other medically oriented interventions, if concentration/attention also meet the criteria of ADD/HD To reflect on family centred intervention to decrease distress on the learner

11. Bi-/multi-lingualism		
Knowledge About the impact of bi/multi-lingualism and/or the targeted language on dyslexia About basic grammatical and orthographic rules of the target language including successful learning strategies	Skills To be able to analyze the specific challenges related to reading/writing of a target language To be able to give understandable and easy explanation of basic spelling/orthographic/grammar rules of a target language	Wider personal Competences To be able to reflect about one´s own language and the differences of the structures of other languages. To be patient To cooperate with others (e.g. within a “team around the child”)

3 Module C: GENERAL BACKGROUND KNOWLEDGE

3.1 Key learning outcomes

1. Causes of Specific Learning Difficulties
2. Understanding Psychological (and other relevant disciplines') Reports
3. The (different) relationships Between Spoken and Written Language (in the mother tongue and targeted languages)
4. Models of Reading
5. Written Style
6. Learning Style and Teaching Style
7. Information Technology
8. Curriculum Demands
9. Coping with Examinations
10. Commercial Material and Teaching Programmes for Dyslexia/SLD
11. Other Subject Learning

1. Causes of Specific Learning Difficulties		
<p>Knowledge Knowledge about multiple factors contributing to learning difficulties (biological, environmental, social) and different causes of learning difficulties: - overall low cognitive ability (and/or specific cognitive weaknesses) i.e. a Global Learning Difficulty - physical disabilities (including sensory deficits), - specific learning difficulties, - primary emotional disorders, - socio-economic factors.</p>	<p>Skills - identification of universal and specific characteristics of learners having learning difficulties; - identifying and evaluating evidence related to different causes of learning difficulties.</p>	<p>Wider Personal Competences Recognition of the importance of evidence based practice to guide a professional's work.</p>

2. Understanding Psychological (and other relevant disciplines) Reports		
<p>Knowledge Knowledge about different disciplines related to learning difficulties (psychology, neurology, pedagogy, etc.) and interdisciplinary approach. Understanding of: purpose for assessment, terminology, interpretation and practical application given in reports.</p>	<p>Skills - familiarity with terminology from different disciplines; - ability to analyse psychological and other discipline reports and apply new information in practical work</p>	<p>Wider Personal Competences Knowing how to conduct oneself professionally in a specific situation and handle confidentially.</p>

3. The (different) relationships Between Spoken and Written Language (in the mother tongue
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and targeted languages)		
Knowledge Knowledge about : - normal developmental processes in spoken and written language, - structure of spoken language, - structure of written language. Understanding relations between spoken language development and acquisition of writing in different languages.	Skills Ability to develop individual learning plans or teaching strategies based on the understanding of relations between spoken and written language in the mother and/or the targeted language..	Wider Personal Competences Self-confidence, trust in own abilities, self-respect. Being able to explain basic academic knowledge in linguistics (i.e. phonetics and phonology) to the person with dyslexia and his/her parents.

4. Models of Reading		
Knowledge Knowledge about acquisition of reading skills. Understanding of reading models: - Bottom-up Model, - Top-down Model, - Interactive Model.	Skills Assessment of reading process according to these theories Constructing teaching process on understanding of complexity of reading as a process (developing different kinds of abilities - from written language prerequisites over syllable/onset-rime/phoneme/ word recognition to text comprehension and orthography) .	Wider Personal Competences Taking responsibility for facilitating the learning and developing autonomy and self-determination in learners.

5. Written Style		
Knowledge Knowledge about structure and grammar of language, strategies of: - reading abilities development - teaching spelling - teaching handwriting - teaching and learning written texts	Skills - ability to evaluate of writing abilities in the fields of handwriting, spelling and writing text, - choose appropriate strategies to develop different aspects of writing abilities, - arranging teaching/learning process under consideration of the causes of writing difficulties and appropriate teaching strategies.	Wider Personal Competences Belief that the learning capacity and potential of each learner has to be discovered and stimulated.

6. Learning Style and Teaching Style		
Knowledge	Skills	Wider Personal Competences

<p>Knowledge about learning styles and strategies: Learning styles (visual, verbal, active, etc.) Learning strategies : domain specific (cognitive); metacognitive (planning, monitoring and evaluation of learning process) Teaching styles assertive, suggestive, collaborative, facilitative, etc.</p>	<ul style="list-style-type: none"> - Personal meta-cognitive, learning to learn skills, - ability to identify children's preferred learning styles, - evaluate effectiveness of learning strategies and preferred teaching style. 	<p>Recognize learning as a process: the goal for learners is the development of 'learning to learn' skills, not just content/subject knowledge. Ability to integrate learning strategies instruction in everyday teaching practice with respect to pupils learning styles.</p>
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7. Information Technology		
Knowledge	Skills	Wider Personal Competences
<p>Knowledge about role and possibilities of using ICT for learning improvement of pupils with dyslexia: - computerised programmes for screening dyslexia or evaluation of reading and writing (handwriting/ keyboarding) skills; - difference of keyboarding and handwriting; - computer-based, software programmes for development of children, cognitive, academic skills and personality; - audio books and their influence on learning motivation</p>	<ul style="list-style-type: none"> - to understand ways and cases in which ICT can be used effectively in a professional way; - to use ICT for screening dyslexia/ assessment of reading and writing skills; - to use software, computer-based programmes and audio books for supporting pupils with dyslexia. 	<p>Recognition of the importance of a dyslexia-friendly computer-based learning environment.</p>

8. Curriculum Demands		
Knowledge	Skills	Wider Personal Competences
<p>Knowledge of: Laws and practices in the field of adapting the curriculum according to child's needs Adapted learning material and textbooks Assessment of learning progress</p>	<ul style="list-style-type: none"> To adapt learning material according to children's needs; To select appropriate learning material and textbooks; To choose most effective teaching methods according to children's needs and learning subject; To evaluate learning progress considering individual learning goals 	<p>Recognition and ability to use individual needs and learning goals in the process of planning teaching process</p>

9. Coping with Examinations		
Knowledge Provision of laws and practices for students with dyslexia in examinations.	Skills To adapt special arrangements to the students with dyslexia.	Wider Personal Competences Adaptations of learning material and assessment of learning progress according to individual learning needs, i.e.: extra time, reader Appropriate access arrangements

10. Commercial Materials and Teaching Programmes for Dyslexia/SpLD		
Knowledge Knowledge about role and possibilities of using commercial materials and teaching programmes for students with dyslexia/ specific learning difficulties.	Skills - To use and apply various commercial material and teaching programmes; - to evaluate efficiency of learning materials', programme application of students' particular cases.	Wider Personal Competences Recognition of need for changes. Attitude that change and development is a constant in education and teachers need to search for the modern materials and teaching programmes.

11. Other Subject Learning		
Knowledge Knowledge about the nature of difficulties in other subjects (second language, mathematics, music, art, technical graphics/ mechanical drawing, physical education, social sciences, practical vocational subjects) learning.	Skills - To raise awareness of cross curricula issues	Wider Personal Competences Recognition of the value of collaborative work. Informing and effectively working together with other teachers. Learning with and from each other and developing professionally.

4 Module D: ASSESSMENT AND EVALUATION

4.1 Key learning outcomes

1. Cognitive Testing
2. Attainment Testing
3. Informal Assessment
4. Tests used in Schools
5. Early Recognition of Children At Risk of Dyslexia/SLD
6. Tests for Dyslexia/SLD
7. Referral
8. Observation Techniques

1. Cognitive Testing		
Knowledge	Skills	Wider Personal Competences
Knowledge of assessment of cognitive functions, which include procedures for administration, scoring criteria and interpretation of results.	Ability to be aware of available tests for other professionals; Ability to use the results to identify and diagnose dyslexia/SpLD Appropriate knowledge/use of tests.	Demonstrate accuracy and responsibility in cognitive testing for dyslexia.

2. Attainment Testing		
Knowledge	Skills	Wider Personal Competences
Knowledge of the theories and practices related to attainment group and individual testing for literacy and mathematical abilities	In relation to group and individual testing: - Ability to be aware of and use appropriate tests - Ability to construct, select, and administer tests - Ability to interpret and report results of testing	Demonstrate accuracy and responsibility in providing a static measure of the student's capacity

3. Informal Assessment		
Knowledge	Skills	Wider Personal Competences
Knowledge of the theories and practices related to informal testing for dyslexia	- In relation to informal testing: - Ability to be aware of types of tests (e.g. criterion-referenced, miscue analysis, error analysis) - Ability to construct and administer informal assessments - Ability to interpret results of observation and informal assessment.	Demonstrate accuracy and responsibility in using informal assessment of the student's capacity

4. Tests used in Schools		
Knowledge Knowledge of the theories and practices of national and/or local tests related to dyslexia that are used in schools	Skills - Ability to gather national and/or local types of tests being used in schools - Ability to choose the appropriate tests to be used in a specific assessment situation - Ability to administrate tests - Ability to interpret and report results of testing	Wider Personal Competences Demonstrate autonomy and responsibility in recognizing, choice, and use of national and/or local tests related to dyslexia within the school context

5. Early Recognition of Children at Risk of Dyslexia/SpLD		
Knowledge Knowledge of the theories and practices related to early recognition of pupils at risk for developing dyslexia	Skills - Ability to be aware of the purpose and use of assessment strategies - Ability to be aware of available tests and checklists - Ability to interpret and report tests' and checklists' results	Wider Personal Competences Demonstrate autonomy and responsibility in recognizing environmental and personal's dyslexia/SpLD early risk factors, and their characteristics

6. Tests for Dyslexia/SLD		
Knowledge Knowledge of theories and practices related to specific and evidence-based tests for dyslexia/SpLD	Skills - Ability to be aware of the purpose and use of assessment strategies - Ability to be aware of available tests - Ability to interpret and report tests' results	Wider Personal Competences Demonstrate autonomy and responsibility in recognizing, choice and appropriate use of tests related to dyslexia/SpLD

7. Referral		
Knowledge Knowledge of complementary disciplines, specialists and procedures to complete holistic diagnoses	Skills - Ability to follow referral procedures - Ability to recognize and respect the role(s) of other disciplines in the referral process - Ability to collaborate with other professionals and interested parties, i.e. teachers, other professionals in the field of dyslexia and SpLD, (educational) psychologists, etc. - Ability to use assessment information in eligibility decisions	Wider Personal Competences Demonstrate autonomy and responsibility within the referral procedures

8. Observation Techniques		
Knowledge	Skills	Wider Personal Competences
<p>Knowledge of national and/or local tests related to dyslexia that are used in schools as well as theories and practices related to observation techniques for dyslexia/SpLD</p>	<ul style="list-style-type: none"> - Ability to recognize the role of observation techniques in classrooms and other assessment settings - Ability to design and/or use formal and informal observation lists to gather assessment information - Ability to interpret and report data 	<p>Demonstrate autonomy and responsibility in observation techniques carefully planned and systematically used; as well as to present observation data sensitively and responsibly</p>

5 Module E: INTERVENTION- AND MENTORING PROFILE

5.1 Key learning outcomes

1. Medical and Indirect Interventions
2. Direct and Academic Interventions
3. Special Knowledge about Multi-Sensory Techniques
4. Whole-Word Learning Techniques
5. Phonological Awareness, Grapheme - Phoneme Correspondence, Working Memory and Speed of Information Processing (Rapid Automatisised Naming)
6. Cumulative and Structured Language Teaching Techniques
7. Parental Involvement
8. The Needs of Adults with Dyslexia/SpLD
9. Awareness of the Role of Play and Games
10. Practical Knowledge of Strategies to Develop and/or Compensate for Difficulties in the stated areas

1. Medical and Indirect Interventions		
Knowledge	Skills	Wider Personal Competences
Knowledge about co – occurring difficulties (e.g. ADD/ADHD) and knowledge about the brain, its functions especially about its transferring modalities.	Operate with the understanding of processes and areas of processing in order to know which compensations of deficits via other areas may be possible.	Explanation for parents as to why the intervention is done in one specific way and not in another, why a child can't pay attention consistently. Handling co-occurring diagnoses. Integration of these in the modules and individual education programme.

2. Direct and Academic Interventions		
Knowledge	Skills	Wider Personal Competences
Knowledge of interpretation and methods of tests. Interpretation of results. Knowledge about the different levels of the acquisition of speech.	Which programme is necessary under which diagnostic circumstances. Adapt programme individually to the child's situation;	Coordinate whether an individual training or exercises within a group are more appropriate.

3. Special Knowledge about Multi-Sensory Techniques		
Knowledge	Skills	Wider Personal Competences
Knowledge about the learning abilities of a brain. Knowledge about the compensation (certain deficits can be covered by other areas of the brain)	Know phonological programmes and be able to use these. Adaptation to age, stage of development and deficits of the child.	Adaptation to age, stage of development and deficits of the child.

4. Whole-Word Learning Techniques		
Knowledge	Skills	Wider Personal Competences
<p>Knowledge about the different levels of acquisition of writing abilities.</p> <p>Knowledge about the structure of schoolbooks.</p>	<p>Technique of the whole- word method and buildup of a visual word bank.</p> <p>Recognize whether schoolbooks teach according to the whole-word method or other methods such as phonics.</p>	<p>Buildup of an individual visual word bank according to the child's needs and abilities.</p>

5. Phonological Awareness, Grapheme - Phoneme Correspondence, Working Memory and Speed of Information Processing (Rapid Automatised Naming)		
Knowledge	Skills	Wider Personal Competences
<p>Knowledge about Phonological Awareness, Working Memory and Speed of Information Processing (Rapid Automated Naming) (which predictor efficiency can they perform and how are they linked to Dyslexia).</p> <p>Knowledge about sound constancy of the mother and/or targeted language.</p>	<p>Inspection of phonetic awareness.</p> <p>Formal and Informal Assessment of these predictors</p> <p>The handling of <i>exercises</i> activities for these three primary prerequisites for the acquisition of written language in alphabetical systems.</p>	<p>Exercise the child's phonologic awareness. Buildup of concepts for grapho-phonemic competences.</p> <p>How is the individual basic word pool built up via standardised programmes individually for each child in terms of sound constancy (depending on the phonemographic grade of correspondance in the mother and/or targeted language).</p> <p>Awareness that phoneme-grapheme-constancy is restricted to only a few languages in Europe.</p>

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6. Cumulative and Structured Language Teaching Techniques		
Knowledge	Skills	Wider Personal Competences
<p>Whole-word method, sound consistent writing, orthographic manner of writing (cursive-print)</p>	<p>Transfer to the child's skills (whether the difficulties of the child are related to its learning method).</p>	<p>To adapt the training accordingly. Interaction with the teachers and parents.</p>

7. Parental Involvement		
Knowledge	Skills	Wider Personal Competences
<p>Educational level of the parents.</p> <p>Genetic disposition.</p>	<p>Motivation and education of the parents.</p> <p>Ability to involve the parents.</p>	<p>Individual lay-out of programmes in view of the family background.</p>

Family background. Psychosocial situation of the family.	Find out how far parents can support their children and the willingness to do so.	
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8. The Needs of Adults with Dyslexia/SLD		
Knowledge	Skills	Wider Personal Competences
Knowledge about the importance of the proficiency in writing and speech for the every day life.	Offers within a protected framework.	Age-appropriate programmes. Technical resources (PC).

9. Awareness of the Role of Play and Games		
Knowledge	Skills	Wider Personal Competences
Knowledge about playing. Role of games. Specific games for speech. Playing behaviour.	Integration of games into the lesson.	Frequency and duration of a game. Introduction of games as an ice-breaker or as a reward

10. Practical Knowledge of Strategies to Develop and/or Compensate for Difficulties in the stated areas ¹		
Knowledge	Skills	Wider Personal Competences
Knowledge about - difficulties in specific areas - effect of exercises	Preparation of exercises. Adapt individually to the basic word bank.	Avoid under- or over challenging of a child with the individual adaption of the word bank Recognize individual motivation of a child.

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Stated Areas:

Speech and Language; Auditory processing; Visual processing; Phonological Awareness; Working Memory; Speed of Information Processing (Rapid Automatised Naming); Sequencing; Orientation; Directionality; Visual – motor co-ordination/hand skills; Gross and fine motor skills; Organisation; Attention/concentration; Metacognition; Thinking; Self-esteem; Motivation; Social and interpersonal skills; Bi-/Multilingualism; Study-skills; Learning transfer; Laterality/handedness; Other relevant skills.

6 Module F: PERSONAL SKILL DEVELOPMENT OF THE TEACHER

6.1 Key learning outcomes

1. Interpersonal and Communication Skills
2. Counselling Skills
3. Assertiveness Skills
4. Time Management Skills
5. Report Writing Skills
6. Observational Skills
7. Assessment Skills
8. Intervention Skills

1. Interpersonal and Communication Skills		
Knowledge	Skills	Wider Personal Competences
<p>Knowledge about multiple factors contributing to learning difficulties (biological, environmental, social) and different causes of learning difficulties:</p> <ul style="list-style-type: none"> - overall low cognitive ability (and/or specific cognitive weaknesses), - physical disabilities (including sensory deficits), - specific learning difficulties, - primary emotional disorders, - socio-economic factors - Knowledge of different communication styles. 	<p>Skills and abilities to be developed include:</p> <ul style="list-style-type: none"> - identification of universal and specific characteristics of learners having learning difficulties; - identifying and evaluating evidence related to different causes of learning difficulties. <p>Adapting the intervention's communication style to the needs of the client</p>	<p>Recognition of the importance of evidence based practice to guide a professional's work.</p> <p>Developing a personal spectrum of multiple different client-dependent communication forms</p>

2. Counselling Skills		
Knowledge	Skills	Wider Personal Competences
<p>Knowledge about multiple and different causes of learning difficulties:</p> <ul style="list-style-type: none"> - Education of existing behaviours, - Studies of curriculum, - Research on disorders and environmental factors. 	<p>Skills and abilities to be developed include:</p> <ul style="list-style-type: none"> - More research on learning difficulties; - Developing new methods for identifying different causes of learning difficulties. 	<p>Recognition of best practice for further professional study.</p>

3. Assertiveness Skills		
Knowledge	Skills	Wider Personal Competences

<p>Knowledge about new national and international methods for educating people with learning difficulties:</p> <ul style="list-style-type: none"> - Dealing with unexpected behaviours, - Parental issues and genetic factors, - specific learning difficulties, - primary emotional disorders. 	<p>Skills and abilities to be developed include:</p> <ul style="list-style-type: none"> - creating new educational methods, - benchmark with other national curriculums, - professional empathy with the learner 	<p>Recognition of the importance of assertiveness techniques and creation of new effective methods including the development of a professional based and controlled empathy</p>
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4. Time Management Skills		
Knowledge	Skills	Wider Personal Competences
<p>Knowledge about adequate time to deal with time in general and especially with people with specific learning disability,</p> <ul style="list-style-type: none"> - Accomplish a better teaching schedule - Methods to overcome physical disabilities (motor-coordination, ENT-based, SI-based, optometric-based), additional special needs, and specific learning difficulties 	<p>Skills and abilities to be developed include:</p> <ul style="list-style-type: none"> - identification of universal time management skills, techniques used in other countries 	<p>Recognition of the importance of identifying adequate time to overcome learning disabilities.</p>

5. Report Writing Skills		
Knowledge	Skills	Wider Personal Competences
<p>Knowledge about reporting the causes, studies and results of studies about learning disabilities,</p> <ul style="list-style-type: none"> - Identification of up to date situation and universal studies about physical disabilities and specific learning difficulties, primary emotional disorders, - socio-economic factors. <p>Knowledge about writing reliable reports of the professional's intervention about a person with dyslexia</p>	<p>Skills and abilities to be developed include:</p> <ul style="list-style-type: none"> - Survey about national and international studies, reasons of learning disabilities and identifying and evaluating evidence related to different causes of learning difficulties. <p>Writing reliable and evidence-based reports for parents, teachers, school authorities and health institutions</p>	<p>Recognition of the importance of reporting up to date studies and exploration of new ways</p> <p>Considering that a reliable professionally formulated report could be the base to provide further resources for the person with dyslexia</p>

6. Observational Skills		
Knowledge	Skills	Wider Personal Competences

<p>Knowledge about how to identify learning disabilities,</p> <ul style="list-style-type: none"> - Main characteristics of a person with global or specific learning disabilities 	<p>Skills and abilities to be developed include:</p> <ul style="list-style-type: none"> - identification of new testing methods, observational issues - identifying and revealing evidence related with different causes of learning difficulties. 	<p>Recognition of the importance to identify a learning disability with correct techniques.</p>
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7. Assessment Skills		
<p>Knowledge</p> <p>Knowledge about assessment techniques and comparison with other countries,</p> <ul style="list-style-type: none"> - Survey on reliable assessment methods about evaluation of studies applied to people with physical disabilities, additional special needs, specific learning difficulties and primary emotional disorders. 	<p>Skills</p> <p>Skills and abilities to be developed include:</p> <ul style="list-style-type: none"> - identification of universal methods for assessment - identifying and evaluating evidence related to different causes of learning difficulties. 	<p>Wider Personal Competences</p> <p>Recognition of the importance of using the best evaluation and assessment technique for education of people with a learning disability.</p>

8. Intervention skills		
<p>Knowledge</p> <p>Undertake a recognised course of study which involves a period of supervised practice. 20 hours of evaluated, specialist intervention, a minimum of 12 hours with the same pupil; carried out under permanent supervision by two course tutors or under observation and assessment by a course tutor.</p> <p>A final report including case history, complete diagnostic assessment, preliminary diagnosis, therapy schedule of the intervention, extended description of the therapeutic content of three intervention units minimum.</p> <p>Building of knowledge based on theory and practice.</p>	<p>Skills</p> <ul style="list-style-type: none"> - Presentation of a Portfolio containing assessment and lesson plans with a critical and reflective self evaluation . 	<p>Wider Personal Competences</p> <p>Ability to plan, evaluate and critically reflect on one's own practice and if necessary change and adapt the programme to suit the needs of the learner.</p>