

Patoss Log of CPD

(To be retained for a period of at least six years)

C 1	Principles of psychometrics, statistics, assessment and underlying theory
C 2	SpLD testing methods, interpretation and test materials,
S 1	Changes in regulations and legislation relating to SpLDs
S 2	Developments in SpLD research
S 3	Approaches to teaching and support for SpLD

Name: Independent SpLD Assessor..... Membership No. CPD Certificate No Valid from/to

CPD claimed for this period hours

Date	Training activity (for course attendance, indicate course title, provider name and reference, otherwise state how activity was undertaken) [See <i>Earning CPD Credit for additional guidance</i>]	Reflective Summary of learning and intended applications (e.g. What have you learned? What would you change as a result? How would it impact on your practice?)	Professional Focus (can be more than 1 code)	Number of hours credit
7.3.06	Preparing talk on Specialist Teacher's Assessments and rationale and theory behind them	Looked into new research into dyslexia showing regions of brain used by dyslexics when reading. Reflected on how to apply research to assessments.	S2	2 hrs
21.3.07	Read 'Wiring the Brain'	Learnt about research into the wiring of the brain and difference between Dysphonetic & Dyseidetic dyslexics. Look for these profiles in assessments.	S2	2 hrs
12.9.06	Attended talk on 'Dyspraxia' at local Dyslexia Support Group	Learnt more about dyspraxia and its remediation. Reflected on how to identify dyspraxic-type difficulties when assessing. Led to researching on Internet for tests available for assessment of these difficulties.	S2 S3 C2	1 hr 30 mins
6.10.06	Partners in Education Conference- Diagnostic Assessment of Adults Purpose of Diagnostic Assessment GCSE Access Arrangements	Confirmation of correct methods of assessment of adults Learnt about new tests on market. Monitoring qualitative progress when no quantitative progress made. Will implement if necessary. Update on latest regulations – implement in assessment	C2 C2 S1	1 hr 1 hr 1 hr
5.12.06	Attended talk on Software for ages 7 to adults - Microlink at local Dyslexia Support Group	Information on latest software available. Reflected on use in recommendations in assessments.	S3	1 hr

Please note

To count towards meeting CPD requirements, the activity should be at an appropriate level and contribute to an SpLD assessor's general professional skill and knowledge. [Hours exclude lunch times and breaks].

A copy of this log should be retained with your portfolio of evidence along with

- Diagnostic Assessment Report and its supporting working papers and notes
- evidence of CPD in the form of
 - certificates of attendance at courses
 - descriptions of presentations/ courses presented including written aims and objectives showing outcomes
 - relevant sections of appraisal documents signed by line managers.

Patoss may request to see your diagnostic assessment, CPD training record and portfolio of evidence at any time. You should retain your assessment documentation, training record and portfolio of evidence on file for a period of at least six years.

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13.2.07	Watched lecture on 'Dyslexia and Vision' – Bruce Evans (IOO) on Internet on King's College, London website	Learnt about visual difficulties that can affect reading including Meares-Irlen Syndrome. Reflected on percentage increase in reading speed when using overlays and which students should be referred to an optometrist who has interest in Meares-Irlen Syndrome.	S2	1 hr
3.3.07	Read passages from 'Psychological Assessment of Dyslexia' – Martin Turner	Report writing and assessment for Specialist Teachers. Update of assessment methods and use of tests.	C1	1 hr 30 mins
5.3.07	Read chapter on Verbal Memory from 'Study of Dyslexia' by Rack and Turner	Latest research into Verbal Memory in Dyslexia. Led to better understanding of role of verbal memory and its assessment. Looked at Phonological Memory tests in CTOPP and Verbal Memory tests in WRAML-2 and considered where these tests fit into assessment of Verbal Memory. Decided to continue to use Nonword Repetition test in assessments.	S2	1 hr
5.3.07	Searched Internet for information on prevalence rates	Definition of prevalence rates. Reflected on use of prevalence tables in WRIT. Led to considering using prevalence rates in assessment reports and wording to be used.	C1	30 mins
6.3.07	Read chapter on 'Assessing Reading and Spelling Skills' from 'Dyslexia: Speech and language: A Practitioner's Handbook'	Assessing reading and spelling errors. Use in assessment process and reports.	C2	45 mins
9.3.07	Searched Internet for information on Non Verbal Learning Disabilities	Information on NLD - awareness of condition and being able to recognise it when assessing.	S2	1 hr
15.6.07.	Explored use of WIAT-II-T	Read technical data, looked at materials and decided test would help to identify dyslexic and comprehension difficulties in assessments. Learnt how to administer test and score results. Reflected about interpretation of the results obtained in an assessment and thought about wording for reports.	C2	3 hrs
15.6.07.	Explored use of WRAT4	Read technical data. Looked at test materials and compared with WRAT3 materials. Reflected on when to use WRAT4 as opposed to WRAT3 in assessments.	C2	30 mins

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13.7.07.	Explored use of Beery-VMI	Read technical data and rationale and decided tests would help to identify dyspraxic-type difficulties in assessments. Learnt how to administer tests and score results. Reflected about interpretation of the results obtained in an assessment and thought about wording for reports.	C2	2 hrs

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