



## TEACHING HOW TO LEARN: Developing Cognitive Competencies 2018 - Level I Course Syllabus

### COURSE DESCRIPTION

This course serves to develop a foundational methodology for training students how to learn by strengthening current cognitive systems to greater efficiency. The result for students in the National Institute for Learning Development Canada (NILD) Educational Therapy is significantly higher cognitive, academic, perceptual, and emotional functioning. Candidates will explore the usage of psychological and educational assessment, discovering real patterns of cognitive strengths and weakness. Candidates will gain a comprehensive understanding and utilization of the NILD Level I techniques. This course combines four weeks of online course work with one week of classroom instruction.

### COURSE PREREQUISITE

Preferred Bachelor's degree, preferably in education or related field, other degrees/certificates in related fields will be considered.

### COURSE LEARNING OUTCOMES

This course will equip the beginning educational therapist with the tools used to identify and assess students' learning needs, and prepare the beginning educational therapist to create and implement individual educational therapy plans utilizing the NILD techniques specific to the educational goals for individual students.

Upon completion of this course, NILD students should be able to:

1. **Demonstrate** fundamental understanding of NILD's philosophy and methodology.
2. **Describe** NILD's comprehensive approach of intervention that develops learning through perception, academics, cognition, and emotions.
3. **Identify** the differences between NILD methodology and tutoring.
4. **Evaluate** how improving cognitive functioning can impact reading, math and spelling.
5. **Analyze** learning challenges to efficiently apply specific tools to develop and enhance thinking skills.
6. **Identify** the components for an effective intervention program based on the NILD Educational Therapy techniques.
7. **Determine** future intervention based on cognitive, academic, perceptual, and emotional functioning data.
8. **Outline** the importance of literacy skills in the areas of phonemic awareness, phonics and syllabication for reading acquisition.

## PROGRAM GOALS

This course contributes to the fulfillment of the following NILD program goals:

1. Provide initial understanding of introductory NILD techniques.
2. Develop introductory level competency in the 5 core techniques.
3. Build an initial awareness of NILD philosophy.
4. Provide exposure to the characteristics of LD.
5. Give introductory understanding of testing, including:
  - a. WISC IV and V
  - b. Initial testing
  - c. Annual Testing Process/Purpose
6. Develop understanding of how educational therapy techniques can develop cognition, perception, academics and emotional development.
7. Provide direction for setting up a beginning program and understanding its initial relationships with home, school, and NILD.
8. Provide an initial understanding of how reading, math, and spelling can be used to stimulate thinking.

## COURSE POLICES & PROCEDURES

Carefully follow course policies and procedures regarding writing, academic honesty, submission of assignments, formatting, and other matters, as specified below or through Blackboard. Following directions is a crucial skill for our graduates and the smooth operation of our course depends on adherence to these policies & procedures as they could positively or adversely affect your grades.

**Writing:** All papers and essays must follow the writing style format required by the degree specialty for which they are being written. The writing style to be used in this course is APA.

**Attendance and Participation:** Full participation in all activities and assignments is expected including: attendance at all residency week classes. Prior to beginning the course, observe a live or recorded NILD Educational Therapy session. This will be on line through the members' only section at [www.nildcanada.org](http://www.nildcanada.org)

Online coursework (five weeks prior to residency)

- Order course materials (see below) in advance of online course.
- Select a student with whom to practice techniques as they are learned.
- Have a chalkboard available for practice sessions (can be portable on tripod).
- Practice techniques and read assignments as assigned.
- Complete reaction papers that are a personal response to the information read.
- Contribute to online discussions weekly.

Residency/Classroom coursework: Monday – Friday, 8:00 – 4:30 pm.

- Work with a partner practicing and refining NILD Educational Therapy® techniques.
- Complete evening assignments.
- Complete the final course assignment.

**Assignments:** Pay close and timely attention to reading assignments and other assigned work posted in the syllabus and Blackboard. You are responsible for preparing assigned readings carefully by the

date listed on the schedule below and to complete tests, projects, and other assignments by midnight on the dates specified by your instructor for the online session and by the day listed for the residency week on the residency week assignment page. Late assignments will be penalized.

**Course Completion/Incompletes:** All courses require extensive engagement (with other students, the instructor, and with the course materials) as well as timely completion of assignments. Assignments are due weekly for online portion and daily for residency portion. Thus, keeping up with the schedule is essential to your success. Some work is difficult or even impossible to make up (such as discussion with others), so you must plan your schedule carefully. Be sure you can complete this course in the scheduled period. Grades of "incomplete" will be granted only for true emergency situations, not for poor planning. The policy for grades of "incomplete" can be found in the School of Graduate Studies Catalog, found online at Regent University.

**Blackboard:** Students are expected to check the Announcements section of Blackboard each week beginning one week before the start of the course. Students must keep their email address current in Blackboard; they are expected to check their Regent email daily to ensure timely receipt of messages from the instructor.

If you have technical problems with Blackboard and/or are not able to log in, please contact the Help Desk/IT department. You can e-mail the Help Desk at: [helpdesk@regent.edu](mailto:helpdesk@regent.edu) or call at (757) 352-4076.

**Training Requirements for NILD Professionally Certified Educational Therapist (PCET):** NILD Level I training is the first step toward NILD certification. All Educational Therapists are encouraged to continue their training at a Level II course within three years. Those trained in the NILD model will be considered Educational Therapist interns until successful completion of Level II training. Level II training is the second step in a three step process to becoming a Professionally Certified Educational Therapist. Level III is the final step and must be completed within 5 years of completing Level II. Upon successful completion of the Level III course, therapists are considered a Professionally Certified Educational Therapist. To maintain this certification, specific expectations are required. These are outlined in our policies and procedures.

**NILD Registration/Licensure:** All Canadian therapists are required to register with NILD Canada yearly. *The registration year runs from October 1 - September 30.* Upon successful completion of the Level I course you will automatically become a NILD Canada Intern Educational Therapist licensed to use the NILD materials and methodology. Other membership benefits include: discounts on NILD Canada Conferences and workshops, access to our NILD Facebook group, a listing on NILD Canada's Locate-a-Therapist page on the website, and more. To remain an active NILD Intern Educational Therapist, you must complete the yearly registration form, license agreement and pay the yearly registration fee. Enrolment in the Level I course will include registration for the 2018-2019 year, but you will need to renew your registration before October 1, 2019. *Participants from other countries will need to follow their countries membership/registration requirements.*

**Graduate Credit:** Regent University provides an opportunity for course participants to obtain 2 graduate credits upon successful completion of the NILD Level I course. Regent University requires that course participants be admitted in their graduate program in order to receive graduate credit

(additional course work is required). There are additional fees paid directly to Regent. For more information, go to: <http://www.regent.edu/acad/schedu/masters-idp-ed-therapy/apply-idp.cfm>. For information about Regent University's Master of Education with emphasis in Educational Therapy, go to: <http://www.regent.edu/acad/schedu/masters-idp-ed-therapy> You will need to apply to Regent University for graduate credit by their due date.

Graduate credits are also available through Southeastern University in Florida. Southeastern University's Master's Degree is unique, as the College of Education (COE) is able to offer retro-graduate credit for a nominal fee for NILD educational therapists who completed any or all of the three levels of training, but did not receive graduate credit at the time. Additionally, the COE will transfer in any credits that were received for completing the training courses through another university. At this point we are ONLY offering the Levels I, II, and III courses (online – Blackboard) through Regent so transferring credits to SEU for their graduate program would be the only alternative to beginning a master's course at this institution. For more information please contact Dr. Susan Stanley at Southeastern University, [skstanley1@seu.edu](mailto:skstanley1@seu.edu).

### **Accommodations for Students with Disabilities**

This course will not discriminate against an otherwise qualified student with a disability in the admissions process, or any academic activity or program, including student-oriented services. Regent University and/or NILD Canada will provide reasonable accommodation to the known physical and mental limitations of a qualified individual with a disability, unless to do so would impose an undue hardship on the operation of the university, or unless it would fundamentally alter a degree or course requirement. Qualified students must request reasonable accommodations for disabilities through the Disability Services Coordinator in Student Services.

[http://www.regent.edu/admin/stusrv/student\\_life/disabilities.cfm](http://www.regent.edu/admin/stusrv/student_life/disabilities.cfm)

### **REQUIRED AND SUPPLEMENTAL RESOURCES**

These course materials and textbooks are required and must be obtained before the online portion of the course begins.

#### **1. Textbook Set and Materials Package**

All of the items below can be obtained through The Learning House (1-866-875-5550 or [www.learninghouse.ca](http://www.learninghouse.ca))

#### **NILD Level I Textbook Set ND018 (\$431.95) (price subject to change):**

Speech to Print, Let's Read 4, Getting the Main Idea Level D, The Blue Book Method: An Associative Key Word Approach, The Blue Book Method Phonics Workbook, Sounds of Speech, Sounds of Reading, Teacher's Word List, Student Reference Sheets and Writing Exercises, Listen My Children, How to Spell Workbook 3

#### **NILD Level I Course Materials Package ND019 (\$274.50) (price subject to change):**

Alphabet Avalanche, Chalk Holder, Blue Book CD, KEYWO Game, Buzzer, Rhythmic Writing and Morse Code Sheets, Wire Writing Frame, Square Tiles (Plastic), Pythagoras Pages & Square Puzzle Cards.

## 2. Course textbook

Available from Amazon.ca

**Learning Disabilities and Challenging Behaviors: Using the Building Blocks Model to Guide Intervention and Classroom Management**, Third Edition (2015), Mather, Nancy and Goldstein, Sam. Baltimore, MD: Paul H. Brooks Publishing Company. ISBN-13: 978-1598578362

## 3. Course Manual

You will print the course manual one portion at a time as you proceed through the four weeks of online coursework. By the end of the four weeks you will have printed the entire course manual. It is very important that you keep your manual organized in a convenient binder. We recommend a 3" three-ring binder to contain the pages of your course manual, notes, and other relevant documents. **Your course manual will become a vital resource for you and you must bring it with you to residency week.**

## 4. Materials to bring to residency

Please bring all of the textbooks and course materials listed above (in 1) to residence, along with your course textbook (2) and course manual (3). You will be using the textbooks and course materials listed in “1 & 2” when you practice the therapy techniques with other participants and for your therapy demonstration.

\* You will not need to bring the: Blue Book CD to residence.

## METHOD OF EVALUATING STUDENT PERFORMANCE

The final grade for the course will reflect mastery of course content as well as the quality of thought expressed in the following assignment categories

- Distance Assignments – 40%
- Class Participation – 10%
- Assignment - 10%
- Therapy Demonstration – 20%
- Final Assignment - 20%
- **(\*GRADUATE CREDIT: Includes Action Research Paper)**

There are five Distance Assignments that are graded and the Residency class participation grade consists of Discussion Board participation and Residency class participation (see below).

Grades are determined using a scale of 0 – 100 for each assignment. See the Grading Scale below. The instructor will record participant’s grades in the Blackboard grade center. Individual assignment scores are automatically weighted according to the percentages reflected on the course syllabus to determine a participant’s final grade. Participants may view their grades in Blackboard at any time during the course. (Please note: grades are required to be inputted into the Blackboard grade center by the instructor for all participants regardless of whether they are seeking graduate credit or not). Grades for the Knowledge Surveys are automatically entered by Blackboard and the course instructor manually enters in Blackboard grades for all other assignments.

**Distance Assignments – 40%**

- Learning Disabilities and Challenging Behaviors reaction paper – Week 1 (100 points) **(8% for graduate students)**
- **Graduate Credit: Annotated Bibliography (100 points) – 8%**
- Knowledge Survey – Week 1 (100 points) **(6% for graduate students)**
- Knowledge Survey – Week 2 (100 points) **(6% for graduate students)**
- Knowledge Survey – Week 3 (100 points) **(6% for graduate students)**
- Knowledge Survey – Week 4 (100 points) **(6% for graduate students)**

**Residency/Class Participation - 10%** (each of the following counts towards 5% of final grade)

- Discussion Board participation (100 points)
- Residency classroom participation (100 points)

**Testing Assignment - 10%** (100 points)

**Therapy Demonstration - 20%** (100 points)

**Final Assignment (A Work of His Grace paper) – 20%** (100 points) **(15% - 100 points – for graduate students)**

**\*GRADUATE CREDIT: Action Research Paper – 5%** (100 points)

**GRADING SCALE**

Grade	Percentage	Quality	Rationale and Meaning of Grade
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	<b>Score Range</b>	<b>Points</b>	
<b>A</b>	<b>97 – 100%</b>	<b>4.00</b>	Superior work in all areas as indicated in the instructor’s written expectations. Exemplary performance, participation, creativity, and writing.
<b>A-</b>	<b>93 – 96%</b>	<b>3.67</b>	Excellent work overall, but may be lacking in relation to some aspect of the instructor’s expectations. Excellent content in writing assignments.
<b>B+</b>	<b>89 – 92%</b>	<b>3.33</b>	Good work in most areas, minor deficiency in relation to the instructor’s expectations regarding content, standard writing style, or procedures. Good content, but lacking in some areas.
<b>B</b>	<b>85 – 88%</b>	<b>3.00</b>	Good work in most areas, minor deficiency in relation to the instructor’s expectations regarding content, standard writing style, or procedures. Attention to detail may have significantly improved the project.
<b>B-</b>	<b>81 – 84%</b>	<b>2.67</b>	Fair work in most areas; serious disregard of assignment specifications or standard of writing and style procedures. Attention to written instructions may have significantly improved the project.
<b>C+</b>	<b>77 – 80%</b>	<b>2.33</b>	Passing work but in serious need of improvement in many areas, especially in regard to form, content, and instructor’s expectations.
<b>C</b>	<b>73 – 76%</b>	<b>2.00</b>	Passing work, but in serious need of improvement in many areas, especially in regard to form, content, and assignment specifications; below professional quality standards.
<b>F</b>	<b>&lt;73%</b>	<b>0</b>	Failing; minimal conformity to instructor’s expectations; not master’s quality work; requires repeat of the course and meeting with the professor and advisor.

## **DISTANCE LEARNING COURSE ASSIGNMENTS**

### Week One: Overview

- Read: “Learning Disabilities and Challenging Behaviors” – Theory Articles #4 & #5 and Rhythmic Writing technique pages
- Watch: Hallmarks, Rhythmic Writing, and AMTE videos
- Print: Course Manual cover, Table of Contents, RW and APPENDIX pages
- Practice Log: Establish and begin keeping records
- Complete: Knowledge Survey and Discussion Board Question

### Week Two: Assessment

- Read: Theory Article #2, A Work of His Grace (Parts I & II); Blue Book Technique; TESTING section; and “WISC-IV and WISC-V: Compare and Contrast”
- Memorize: Blue Book pp. 1-6
- Watch: Blue Book and Sounds of Speech videos
- Print: THEORY, TESTING, and Blue Book Technique sections
- Complete: Knowledge Survey and Discussion Board Question

### Week Three: Reading

- Read: A Work of His Grace (Parts III & IV); Speech to Print (ch. 1-2); Theory Article #3; and Dictation & Copy and Buzzer technique pages
- Memorize: Blue Book pp. 7-20
- Watch: Dictation & Copy, Buzzer, Let’s Read, and Moveable Alphabet videos
- Print: Dictation & Copy and Buzzer Technique pages
- Complete: Knowledge Survey and Discussion Board Question

### Week Four: Math

- Write: Reflection Paper on A Work of His Grace
- Plan: 10-minute Math Block for Student
- Memorize: Rest of Blue Book
- Watch: Math Block, Let’s Read, Moveable Alphabet, Map, Intro. to Puzzles/Square Puzzles Techniques.
- Print: Math Block, Let’s Read, Moveable Alphabet, Map, Intro to Puzzles/Square Puzzles Techniques
- Complete: Knowledge Survey and Discussion Board Question