



TEACHING HOW TO LEARN: DEVELOPING COGNITIVE COMPETENCIES 2019 Level II Course Syllabus

COURSE DESCRIPTION

This course serves to further develop the educational therapist's training in accordance with the National Institute for Learning Development Canada's (NILD) intervention model. This course addresses the development of oral language through the process of mediation and effective questioning in order to promote higher order thinking skills. The candidates will receive additional instruction in interpretation of initial assessment and annual test reporting, a review of Level I techniques, and instruction in Level II techniques. This course will foster additional skills in the ability to identify cognitive functions. This course combines four weeks of online course work with one week of classroom instruction.

COURSE PREREQUISITE:

1. The intern must view a Level I and a Level II therapy session before the course (both are listed on the members only website for those who can't view a live therapy session).
2. Completion of a minimum of 80 student contact hours.
3. Send in a demonstration of a therapy session (with one of your students between sessions 20 and 30) to your mentor via DVD/usb or live and have your mentor send in your evaluation to NILD Canada by May 21, 2019
4. Maintained yearly therapy registration and licensing.
5. Attendance at an NILD Canada conference and/or workshop.

COURSE LEARNING OUTCOMES

This course will build upon prior knowledge and equip the Educational Therapist to more effectively implement NILD techniques. Specifically, upon successful completion of this course, the Educational Therapist will be able to:

1. Explain the impact of student learning based on the five core NILD techniques.
2. Demonstrate proficiency in the initial level of techniques for specific student intervention.
3. Use Level II techniques to impact processing deficits more effectively.
4. Apply ethical standards and codes of conduct in the practice of NILD Educational Therapy™.
5. Describe the characteristics of a learning disability.
6. Determine patterns of cognitive/academic strengths and weaknesses through data analysis from formal assessments.
7. Implement language development and critical thinking in developing skills of reading, math, and spelling.

8. Explain the reciprocal relationship among educational therapists, classroom teachers, parents, and NILD.
9. Outline how questioning, pacing, transitions, and bridging to life impacts students.
10. Demonstrate mediated learning, in conjunction with NILD Educational Therapy, to ameliorate processing deficits.

PROGRAM GOALS

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

1. Review the five core techniques and demonstrate technique proficiency.
2. Learn 6 new techniques.
3. Establish ethical standards and codes of conduct into the practice of NILD Educational Therapy™.
4. Expand understanding of LD characteristics.
5. Expand understanding of testing:
 - a. WISC-IV & V Interpretation
 - b. Initial/Annual Testing
6. Expand understanding of the use of language development and critical thinking in developing skills for reading, math and spelling.
7. Increase understanding of the importance of ongoing liaison with classroom teachers, parents, and NILD.
8. Begin to develop the skills of questioning, pacing, transitions, and bridging to life.
9. Begin to implement the principles of mediated learning into the NILD Educational Therapy™ session.

Course Policies & 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.

Order course materials (see below) in advance of the online course. The online coursework is four weeks prior to residency.

- Select a student with whom to practice techniques as they were learned.
- Have a chalkboard available to practice sessions (can be portable or tripod).
- Practice techniques and complete reading assignments as assigned.
- Complete reaction papers that require a personal response to the information read.
- Contribute to online discussions weekly.

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

- Work with a partner practicing and refining NILD Educational Therapy techniques
- Complete evening assignments.

- Complete the Testing Assignment.
- Complete the Blue Book Competency Test

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 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 Educational Therapists are required to register with NILD Canada. The registration year runs from Oct 1-Sept 30.* Upon successful completion of this course you will be licensed as an NILD Educational Therapist to use the NILD materials and methodology. Other membership benefits include: discounts on NILD Canada Conferences and workshops, access to the NILD Canada Facebook closed group, a listing on NILD Canada’s Locate-a-Therapist website, and more. To remain as an active NILD Educational Therapist, you must complete the yearly registration form, license agreement and pay the yearly registration fee. Enrollment in the Level II course will include registration for ONE year, but you will need to renew your registration the following year. *Participants from other countries will need to follow their country’s membership/registration requirements.*

Graduate Credit: NILD has arranged with Regent University an opportunity for course participants to obtain 3 graduate credits upon successful completion of the NILD Level II course. Regent University requires that course participants be admitted in their graduate program to receive graduate credit. (Additional coursework 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>.

Graduate credits are also available through Southeastern University in Florida. Southeastern University's Master's Degree is unique, as the College of Education (COE) can 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 (9 credit hours) 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.

Accommodations for Students with Disabilities:

Regent University 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 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

REQUIRED AND SUPPLEMENTAL RESOURCES

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

Textbooks for Level II

Available from Amazon.ca:

1. **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. (you may order used or new editions)
2. **The Clinical Practice of Educational Therapy – a Teaching Model** (2010) Ficksman, Maxine and Adelizzi, Jane Utley: Routledge. ISBN - 978-0415998574 **(If not purchased in Level I)**

Available from: The Learning House (1-866-875-5550 or www.learninghouse.ca):

1. **Speech to Print, Language Essentials for Teachers**, 2nd Edition (2010). Louise Cook Moats, Ed. D. (Used for all three levels of NILD training)

2. **Technique Materials Level II: (order each separately)**

- A. Sounds of Speech (if not obtained in Level I)
- B. Winston Basic Grammar Program
- C. Memory Cards
- D. Quick Flip Questions for the Revised Bloom's Taxonomy
- E. Design Tile Cards
- F. Sounds of Reading (if not obtained in Level I)
- G. Sounds of Language
- H. Mediating Math
- I. A complete set of 4 Mediating Math Student Workbooks (Supplements to Mediating Math): Number Patterns; Calculations and Estimations; Fractions, Decimals and Percents; Measurement.

Materials provided by NILD Canada (at residency week): USB drive with Blue Book exercises (includes Blue Book Exercises Dictation Booklet).

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 Level II Course Manual will become a vital resource for you and you must bring it with you to residency week.

Please also bring the Level I Testing and Technique sections from the Level I Course Manual.

Materials to bring to residency:

- The Blue Book Method: An Associate Key Word Approach (Blue Book)
- Phonics Spelling Workbook (Blue Book workbook)
- Sounds of Speech
- Sounds of Language
- Sounds of Reading
- Moveable Alphabet
- KEYWO
- Let's Read Book 4 (from Level I)
- Rhythmic Writing motif cards
- Wire frame & pen
- Buzzer & Morse Code chart
- Chalk holder, chalk & eraser
- Your choice of book for dictation & copy
- Winston Grammar (Basic Level)
- Pythagoras puzzle pieces and Pythagoras cards
- Design Tiles and Design Tile Cards
- Square Puzzle Cards (if not already purchased, contact the Learning House)

- Listen My Children (if not already purchased, contact the Learning House) (Auditory Memory Exercises)
- Mediating Math book (optional)
- Mediating Math Student Workbooks (4)
- Level I Course Manual (Testing & Technique sections only)
- Level II Course Manual
- Quick Flip Questions for the Revised Bloom's Taxonomy
- 1 sturdy carry bag

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%
- Testing Assignment – 10%
- Technique Mastery – 40%

There are five Distance Assignments (**GRADUATE CREDIT: 6 assignments**) that are graded and the Class Participation grade consists of Discussion Board participation and Residency participation (see below).

Grades are determined using a scale of 0 – 100 for each assignment. 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.

Distance Assignments – 40%

- Clinical Practice of Educational Therapy reaction paper, Week 1 – 7% (100 points) **(5% if taking for Graduate Credit)**
- Learning Disabilities and Challenging Behaviors paper, Week 3 – 7% (100 points) **(5% if taking for Graduate Credit)**
- NILD Hallmarks paper, Week 3 – 7% (100 points) **(5% if taking for Graduate Credit)**
- Moats paper, Week 4 – 7% (100 points) **(5% if taking for Graduate Credit)**
- Speech to Print worksheet, Week 4 – 4% (100 points)
- **GRADUATE CREDIT (only): Action Research paper, Week 4 – 5% (100 points)**
- Knowledge Survey Week 1 – 2% (100 points)
- Knowledge Survey Week 2 – 2% (100 points)
- Knowledge Survey Week 3 – 2% (100 points)
- Knowledge Survey Week 4 – 2% (100 points)
- **Graduate Credit: Annotated Bibliography – 3% (100 points)**

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)

Blue Book Competency – 5% (100 points)

Other Technique Mastery – 35% (100 points)

Please note that grades are required to be inputted into the Blackboard grade center 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.

GRADING SCALE

Grade	Percentage Score Range	Quality Points	Rationale & Meaning of Grade
A	97---100%	4.00	Superior work in all areas as indicated in the instructor's written expectations. Exemplary performance, participation, creativity, and writing.
A-	93---96%	3.67	Excellent work overall, but may be lacking in relation to some aspect of the instructor's expectations. Excellent content in writing assignments.
B+	89---92%	3.33	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	85---88%	3.00	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-	81---84%	2.67	Fair work in most areas: serious disregard of assignment specifications or standard writing style and procedures. Attention to written instructions may have significantly improved the project.
C+	77---80%	2.33	Passing work but in serious need of improvement in many areas, especially in regard to form, content, and instructor's expectations.
C	73---76%	2.00	Passing work, but in serious need of improvement in many areas, especially in regard to form, content, and assignment specifications; below professional quality standards.
F	<73%	0	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: Ethics, Rhythmic Writing, Square Puzzles, and Design Tiles

- Read: The Clinical Practice of Educational Therapy Parts II,III; Theory Article #5; and Rhythmic Writing, Puzzles, and Design Tile technique pages
- Lecture: Thinking & Questioning, Code of Professional Conduct
- Watch: Square Puzzles and Design Tiles videos
- Print: Course Manual cover, Table of Contents, APPENDIX, THEORY, and Puzzle pages
- Complete: All assignments including the Knowledge Survey and Discussion Board Question

Week Two: Testing, Math, Pythagoras & The Building Blocks of Learning

- Read: Theory Article #2; “WISC IV and WISC V: Compare and Contrast”; Articles #1,2,7; Cody’s Testing Report; Math Block & Pythagoras Puzzle Techniques, and read Chapters 4 - 7 of Learning Disabilities and Challenging Behaviors
- Lectures: WISC, Initial Testing, and Math Block II
- Watch: Math Block II and Pythagoras videos
- Print: TESTING section
- Complete: All assignments including the Knowledge Survey and Discussion Board Question

Week Three: Thinking & Questioning, Dictation & Copy, Buzzer, Listen My Children, Memory Cards, and The Building Blocks of Learning

- Read: Theory Articles #8 & #3 and Chapters 8 - 9 of Learning Disabilities and Challenging Behaviors, Dictation & Copy and Buzzer Techniques
- Lectures: Thinking & Questioning, Mediated Learning, and Dictation & Copy PPTs
- Watch: Memory Cards and Listen My Children videos
- Print: Listen My Children & Memory Cards Technique pages
- Complete: All assignments including the Knowledge Survey and Discussion Board Question

Week Four: Reading, Blue Book, and Moveable Alphabet

- Read: Speech to Print Ch. 4,6 & 8, Theory Articles 4,6 and Blue Book Technique
- Write: Reflection Paper on Speech to Print
- Complete: Speech to Print Worksheet Lectures: Reading Fluency and Blue Book
- Watch: Blue Book CDs, Sounds of Reading, Moveable Alphabet, S. of Lang. Videos
- Complete: All assignments including the Knowledge Survey and Discussion Board Question