



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

COURSE DESCRIPTION

This course will help participants expand their ability to incorporate cognitive function development within the National Institute for Learning Development Canada's (NILD) Educational Therapy[™] techniques, effectively implement mediated learning experiences, and develop language competencies in students. Candidates will continue to explore the usage of psychological and educational assessments that reveal patterns of cognitive strengths and weaknesses. Candidates will gain a comprehensive understanding of NILD's Level I and II techniques. This course combines four weeks of online coursework with one week of classroom instruction.

COURSE PREREQUISITIES

1. Successful completion of Levels I & II training.
2. Completion of 160 student contact hours between Levels II and III.
3. Maintain yearly registration and licensing.
4. Attendance at NILD Canada's Conference and/or workshops.
5. Observation of a live therapy session (Level III) and/or viewed one posted on the NILD Canada members' only section of the website.
6. Two letters of reference from a school administrator, program coordinator, parent of a current student or teacher of a recent student.

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. Evaluate the five core techniques according to the tenets of Cognitive Functions.
2. Demonstrate competency in the NILD Educational Therapy techniques while providing student-specific intervention for learning deficits.
3. Implement language competencies for student development of reading comprehension and written expression.
4. Incorporate cognitive function in conjunction with NILD Educational Therapy[™] techniques.
5. Determine student cognitive functions and dysfunctions through diagnostic and prescriptive competency data.
6. Refine questioning skills to stimulate oral language.
7. Scaffold the skills of pacing, transition, and application of mediated learning to build competence and confidence for student learning.
8. Articulate the theoretical constructs that underlie NILD Educational Therapy[™].

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.

Online coursework (four 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 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 a.m. - 4:30 p.m.

- 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 Thursday at midnight for online sessions and by the day listed for the residency week. 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 the 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.

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 professor.

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 therapists are required to register with NILD Canada yearly. *The registration year runs from October 1st - September 30th.* Upon successful completion of the Level III course you will automatically become a NILD Canada Professionally Certified 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 closed group, a listing on NILD Canada's Locate-a-Therapist website, and more. To remain an active NILD Professionally Certified Educational Therapist, you must complete the yearly PCET registration form, license agreement and pay the yearly registration fee. Enrollment in the Level III 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: Regent University provides an opportunity for course participants to obtain 3 graduate credits upon successful completion of the NILD Levels I, II & III courses. 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>

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 (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

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

REQUIRED AND SUPPLEMENTAL RESOURCES

A. All of the items below can be obtained through The Learning House 1-866-875-5550

www.learninghouse.ca

- *Speech to Print: Language Essentials for Teachers* (if not already obtained previously)
- *Teaching How to Learn in a What to Learn Culture* (if not already obtained previously)
- *Wordly Wise 3000 Student Book 6 - 3rd Edition*
- *Analogies 1*
- *Analogies 2*
- *Sounds of Meaning*
- *Mediating Math* (if not already previously obtained)
- *A complete set of 4 Mediating Math Student Workbooks (Supplements to Mediating Math): Number Patterns; Calculations and Estimations; Fractions, Decimals and Percents; Measurement.* (if not already previously obtained)
- *Tangram Cards*

B. The following textbook (s) below can be obtained in new or used condition from

www.amazon.ca

- *Mediated Learning, Teaching, Tasks, and Tools to Unlock Cognitive Potential, 2nd Edition, Mentis & Dunn-Bernstein, Corwin Press, ISBN: 978-1-4129-5070-1*
- *Educational Therapy in Action: Behind and Beyond the Office Door, 1st edition (2011), Dorothy Fink Ungerleider. ISBN: 978-0-415-88885-1*

Course Manual:

You will be printing 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 to residency. Additional materials (e.g., PowerPoint files, quizzes, media, and the like) may be found on Blackboard. Students are responsible for the information and materials distributed through Blackboard, and in class.

Materials to bring to residency: Some of the materials listed above are only used during the online portion of the course. The following is a complete list of the materials that must be brought with you to the residency portion of the course:

- Worldly Wise 3000 Book 6, 3rd Edition
- Analogies 1
- Analogies 2
- *Sounds of Meaning*
- *Mediating Math and Mediating Math Student Workbooks (4)*
- Techniques sections from the Level I and II manuals
- Textbook: *Educational Therapy in Action: Behind and Beyond the Office Door.*

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 – 35%
- Theoretical Constructs (research project) – 15%
- Class Participation – 10%
- Technique Proficiency – 40%

Distance assignments: There are five papers, three additional assignments, and four Knowledge Surveys. The “Class Participation” grade consists of Discussion Board participation and residency participation. 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. (Please note: 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.)

Distance Assignments – 35%

- Hopkins paper (week 1) – 6% (100 points) **(5% for graduate credit)**
- Moats Morpheme Paper (week 3) – 5% (100 points) **(4% for graduate credit)**
- Math Reflection paper (week 4) --- 5% (100 points) **(4% for graduate credit)**
- ***GRADUATE CREDIT: Annotated Bibliography (3% graduate credit)***
- ***GRADUATE CREDIT (only): Action Research Paper (3% graduate credit)***
- Info Processing pages (week 1) – 5% (100 points) **(4% for graduate credit)**
- Linking Cognitive Functions to Assessment Response (week 2) – 5% (100 points) **(4% for graduate credit)**
- Theoretical Constructs Research Draft (Week 3) – 5% (100 points) **(4% for graduate credit)**

- Weekly **Knowledge Surveys** (4 total, 1% each) --- (100 points each) – Combined 4%

Theoretical Constructs Research Project (100 points) – 15%

Technique proficiency (100 points) – 40%

Class Participation – 10% (Discussion Board participation 100 points / 5%; Residency participation 100 points / 5%)

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 and style 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 instructor and advisor.

University Policies and Procedures

For information about student records, privacy, and other University policies and procedures, students are directed to the most recent version of the Student Handbook located at <http://www.regent.edu/admin/stusrv/docs/StudentHandbook.pdf> .

DISTANCE LEARNING COURSE ASSIGNMENTS

Week One: Teaching How to Learn

Read: *Teaching How to Learn in a What to Learn Culture; Educational Therapy in Action* textbook

Lecture: Brain 101, Information Processing and First Year Student

Assignment: Reflection Paper based on *Teaching How to Learn in a What to Learn Culture* and Information Processing Reflections

Complete: Knowledge Survey and Discussion Board Question

Week Two: Mediation & Cognitive Functions

Read: *Mediated Learning, Teaching, Tasks, and Tools to Unlock Cognitive Potential; Autism Spectrum Disorder* by Jon Mason, M.D; *Testing the Waters with an Adult Stroke Victim* by Carole Adams, M.Ed.; and *Analogical Reasoning & Proverb Comprehension* by Gail Collins, Ed.D.

Lectures: Mediated Learning Lecture, Developing Cognitive Functions, and Linking Assessment to Practice Lectures

Assignment: Psychoeducational Testing and Cognitive Functions

Complete: Knowledge Survey and Discussion Board Question and *Educational Therapy in Action* paper

Week Three: Theorist and Reading

Read: *Speech to Print* and Articles: “Questioning: Vygotsky’s Social Development Theory” by Joni Hanna, M.Ed.; Theories of Learning: Implications for Teaching” by Janet Lerner & Beverly Johns; “Teaching Handwriting”; “Composition: Evidence---Based Instruction”

Lectures: Morphology and Education Theories

Watch: Oral Reading, Above Level Reading, Grammar, and Sounds of Meaning videos

Assignment: *Speech to Print* paper and Theoretical Constructs Research Project

Complete: Knowledge Survey and Discussion Board Question

Week Four: Mediating Math, Pythagoras and Tangrams

Read: *Math Block: A Strong Conceptual Foundation for Mathematical Reasoning*, A Study on the Effect of Interactive Language in the Stimulation of Cognitive Functions for Students with Learning Disabilities” by Kathy Hopkins, Ed.D; “Pythagoras and Tangrams”; “Voices Heard in Educational Therapy an Analytic Description of Questions Asked and Answered” by Sue Hutchison, Ed.D.; “Effects of National Institute for Learning Development Educational Therapy for Students with Learning Differences” by Kathy Keafer, Ed.D.; “An Analysis of Rx for Discovery Reading® for Elementary Students Below Grade Level in Reading” by Susan Stanley, Ed.D.; “Small Group Versus 1 on 1 Educational Therapy for Struggling Readers and Writers” by Connie Cawthorne, Ed.D.

Lectures: Mediating Math

Watch: Tangrams video

Complete: Knowledge Survey and Discussion Board Question, Theoretical Constructs and Information Processing Reflections