



## TEACHING HOW TO LEARN: DEVELOPING COGNITIVE COMPETENCIES 2020 - 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 language-based learning disorders.
5. Give introductory understanding of testing, including:
  - a. WJ-ACH and WISC V
  - b. Initial testing – informal and formal assessment
  - c. Annual Testing purpose, process and reporting
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.
9. Demonstrate NILD program efficacy and align NILD's Educational Therapy method with evidence-based, research-informed best practices.
10. Introduce theories of learning to guide diagnostic and prescriptive mediation for enhancing students' thinking and learning.

## **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,

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

## **NILD LEVEL I JOB-EMBEDDED COACHING**

The NILD Level I training includes job-embedded coaching. After full participation in all the job-embedded sessions and at the discretion of the NILD instructor, participants will have successfully completed the requirements to be considered an NILD Intern Educational Therapist.

**Ten total one-hour sessions with nine in-person and one asynchronous session from August – May:**

<b>Session</b>	<b>Month</b>	<b>Topic</b>	<b>Date</b>	<b>Time</b>
1.	August	Business – how to market, get students, talk to schools	<i>To be determined</i>	<i>To be determined</i>
2.	September	Technique Reviews – Introduce Listen Carefully  MTBLS ch 11: “Multi-Modal Handwriting Instruction for Pencil and Technology Tools” pg 435 – 460		
3.	October	Pacing and Transitions		
4.	November	Reading Comprehension  MTBLS ch 9 – “Teaching Reading: Accurate Decoding” – pg 338-378		
5.	December	Math Block and enhancing Educational Therapists’ math skills  MTBLS ch 13: “Math Learning Disabilities” pages 501-530 (This is a re-reading of this chapter which was also required in week 4 of online coursework.)		
6.	January	Mediating Learning		
7.	February	Non-cognitive factors		

8.	March	Testing, progress monitoring, review initial testing  MTBLS ch 7: "Assessment of Reading Skills" pg 258-285		
9.	April	Report Writing and communicating student progress with teachers and parents		
10.	May	Email summary		

**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 3 years of completing Level II. Upon successful completion of the Level III course, therapists are considered a Professionally Certified Educational Therapist.

### **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 for one year. To remain an active NILD Educational Therapist™, your license must be renewed annually. Membership benefits include discounts on NILD Canada conferences and workshops, access to our NILD therapist Facebook group, a listing on NILD Canada's Locate-a-Therapist page on the website, and more. ***Participants from other countries will need to follow their countries membership/registration requirements.***

### **Graduate Credit:**

NILD has made arrangements with two US universities for participants to obtain 3 graduate credits upon successful completion of the NILD Level I course. Participants seeking graduate credit must complete additional requirements for selected assignments. Details are included with each assignment and are specifically designated as the graduate credit requirements. Retro-active credit is available up to 3 years after the NILD course work is completed.

**Regent University** - Master of Education Degree with emphasis in NILD Educational Therapy. There are additional fees to be paid directly to Regent. For more information, go to: <http://www.regent.edu/acad/schedu/masters-idp-ed-therapy/apply-idp.cfm>.

**Southeastern University** – Master of Education in Exceptional Student Education – NILD Educational Therapy. For a nominal fee, participants are able to transfer credits from Regent to SEU for their graduate program. For more information, please contact Dr. Chuck Smith at Southeastern University, at [cksmith@seu.edu](mailto:cksmith@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.

## 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:

- Let's Read 4
- Dictation and Copy Book C
- 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
- How to Spell Workbook 3
- A Work of His Grace
- Listen Carefully

### NILD Level I Course Materials Package ND019:

- Alphabet Avalanche
- Chalk Holder
- Blue Book CD#1
- KEYWO Game
- Buzzer
- Rhythmic Writing and Morse Code Sheets
- Wire Writing Frame
- Square Tiles (Plastic) & Square Puzzle Cards
- Pythagoras Pages

### Course textbook:

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
2. [\*Multisensory Teaching of Basic Language Skills\*](#), 4<sup>th</sup> Edition (2018). Birsh, J.R. & Carreker, Paul H. Brookes Publishing Company. ISBN: 978-1681252261
3. [\*Multisensory Teaching of Basic Language Skills Activity Book\*](#), 4<sup>th</sup> Edition (2018). Birsh, J.R. & Carreker, Paul H. Brookes Publishing Company. ISBN: 978-1681253084

*As an Amazon Associate, we earn from qualifying purchases*

### **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.**

### **Materials to bring to residency:**

Please bring all the textbooks and course materials listed above (in 1) to residence, along with your course textbooks (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%
- Course Participation – 20%
- Testing Assignment - 5%
- Therapy Demonstration – 15%
- Final Assignment - 20%

### **\*GRADUATE CREDIT: Includes an Action Research Paper**

There are five Distance Assignments that are graded and the Course Participation grade consists of Discussion Board participation and Residency 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.

### **Online Assignments – 40% (each of the following have an 8% weight of final grade)**

- Learning Disabilities and Challenging Behaviors reaction paper – Week 1 (100 points)  
**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)**

**Course Participation** - 20% (each of the following counts towards 10% of final grade)

- Online participation/engagement (100 points)
- Residency participation/engagement (100 points)

**Testing Assignment** - 5% (100 points)

**Therapy Demonstration** - 15% (100 points)

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

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

### GRADING SCALE

Grade	Percentage Score Range	Quality Points	Rationale and 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 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>	ailing; minimal conformity to instructor's expectations; not master's quality work; requires repeat of the course and meeting with the professor and advisor.