



## TEACHING HOW TO LEARN: DEVELOPING COGNITIVE COMPETENCIES Level I Course Syllabus 2021

### 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 (or more) weeks of digital residency.

### 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 implementing 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 IV and WISC V
  - b. Initial testing – informal and formal assessment
  - c. Annual testing purpose, process, and reporting
6. Provide an initial understanding of how NILD 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 POLICIES & PROCEDURES**

Carefully follow course policies and procedures regarding writing, submission of assignments, formatting, and other matters, as specified here.

### **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 digital residency classes. Prior to beginning the course, observe a live or recorded NILD Educational Therapy session.

### **Online coursework:**

- 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.

Digital Residency/Classroom Coursework (Digital Residency Week – 8 days):

- 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 Blackbaud. You are responsible for preparing assigned readings carefully 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.

### **Training Requirements for NILD Professionally Certified Educational Therapist (PCET):**

The first step in a three-step process to becoming an Professionally Certified Educational Therapist is to take the NILD Level I course. Those trained in the NILD model will be considered Educational Therapist interns until successful completion of Level II training. All Educational Therapists are encouraged to continue their training at a Level II course within three years of taking Level I. Level II training is the second step in the process. 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. 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 an 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.***

## 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. Attendance at all job-embedded coaching sessions is a requirement for course completion and licensure. Participants may not miss more than two live training sessions. Any sessions missed must be viewed as archival recordings and competency in that areas must be demonstrated through an instructor directed assignment.

There will be ten, one-hour sessions. Nine of these are in-person and one asynchronous. These sessions are from August – May:

Session	Month	Topic	Date	Time
1.	August	Business Training – 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 chapter 11: “Multi-Modal Handwriting Instruction for Pencil and Technology Tools” (pages 435 - 460)		
3.	October	Pacing and Transitions		
4.	November	Reading Comprehension MTBLS chapter 9: “Teaching Reading: Accurate Decoding”(pg 338 - 378)		
5.	December	Math Block and enhancing Educational Therapists’ math skills MTBLS chapter 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 chapter 7: “Assessment of Reading Skills” (pages 258 – 285)		
9.	April	Report Writing and communicating student progress with teachers and parents		
10.	May	Email summary		

## 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 are to be purchased from **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
- Listen Carefully

#### NILD Level I Course Materials Package ND019:

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

### Course textbooks:

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

### **Course Manual:**

You will print the course manual at the beginning of the online coursework. It is important that you keep your manual organized in a convenient binder. We recommend a 3" three-ring binder to hold the pages of your course manual, notes, and other relevant documents. Your course manual will become a vital resource for you, and you must have it during digital residency week. Additional materials (e.g. PowerPoint files, media, quizzes etc) may be found in Blackbaud. Students are responsible for the information and materials distributed through Blackbaud.

### **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%

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. The instructor will record participant's grades in the Blackbaud 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 Blackbaud 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)
- Knowledge Survey – Week 1 (100 points)
- Knowledge Survey – Week 2 (100 points)
- Knowledge Survey – Week 3 (100 points)
- Knowledge Survey – Week 4 (100 points)

#### **Course Participation – 20%**

- Online participation/engagement – 10% (100 points)
- Residency participation/engagement – 10% (100 points)

#### **Testing Assignment – 5%** (100 points)

#### **Therapy Demonstration – 15%** (100 points)

#### **Final Assignment (*A Work of His Grace* paper) – 20%** (100 points)

## 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 regarding form, content, and instructor's expectations.
C	73---76%	2.00	Passing work, but in serious need of improvement in many areas, especially regarding 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.

### 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 requirements.

If you are interested in applying for Graduate Credit for this course, please contact NILD Canada at [info@nildcanada.org](mailto:info@nildcanada.org) for further instruction.