



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

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 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 (or more) weeks of digital residency.

COURSE PREREQUISITES

1. Completion of a minimum of 80 student contact hours.
2. Send in a demonstration of a therapy session (with one of your students between sessions 20 and 30) to your mentor and have your mentor send in your evaluation to NILD Canada by **May 24, 2021**.
3. Maintained yearly therapy registration and licensing.
4. Attendance at an NILD Canada conference and/or workshop.
5. Completion of job-embedded coaching webinars.
6. The intern must view a Level I and a Level II therapy session before the course.

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, 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.

- 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 are 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.

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 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 Blackbaud. You are responsible for preparing assigned readings carefully by the date listed on the assignment schedule (see link on Blackbaud) 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. 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.

Blackbaud:

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

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 Educational Therapists are required to register every year with NILD Canada. ***The registration year runs from October 1 - September 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 Find a Therapist page on the 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 requirement.***

REQUIRED AND SUPPLEMENTAL RESOURCES

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

The following texts are available on 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. [Mediated Learning: Teaching, Tasks, and Tools to Unlock Cognitive Potential](#). Second edition- Mentis, Dunn-Bernstein, and Mentis.
3. [Assessment in Educational Therapy](#). Marion E. Marshall

As an Amazon Associate, we earn from qualifying purchases.

The following resources are available for purchase from The Learning House (1-866-875-5550 or www.learninghouse.ca).

1. **Technique Materials Level II:** (order each of these separately)
 - A. Winston Basic Grammar Program
 - B. Memory Cards
 - C. Quick Flip Questions for the Revised Bloom's Taxonomy
 - D. Design Tile Cards
 - E. Sounds of Language
 - F. Mediating Math
 - G. A complete set of 4 Mediating Math Student Workbooks (Supplements to Mediating Math): Number Patterns; Calculations and Estimations; Fractions, Decimals and Percents; Measurement.
 - H. Dictation and Copy – Book D

Materials provided by NILD Canada:

PDF with Blue Book exercises (includes Blue Book Exercises Dictation Booklet).

Course Manual:

You will need to 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.

Materials needed for digital residency:

- **Course manual**
- 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
- Rhythmic Writing motif cards
- Wire frame & pen
- Buzzer & Morse Code chart
- Chalk holder, chalk & eraser
- Dictation and Copy Book C and Book D
- Winston Grammar (Basic Level)
- Pythagoras puzzle pieces and Pythagoras cards
- Design Tiles and Design Tile Cards
- Square Puzzle Cards
- Auditory Memory Exercises
- Mediating Math book
- Mediating Math Student Workbooks (4)
- Level I Course Manual
- Level II Course Manual
- Quick Flip Questions for the Revised Bloom's Taxonomy
- **Additional materials:** (e.g. PowerPoint files, quizzes, media, etc) may be found on Blackbaud. Students are responsible for the information and materials distributed through Blackbaud in digital residency week.

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 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 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.

Distance Assignments – 40%

See weekly course schedules for all assignments, highlights below.

- Annotated Bibliography (5 sources), Week 1 – 10% (100 points)
- Components Paper, Week 3 – 10% (75 points)
- Carreker Reflection Paper, Week 4 (500-600 words) – 10% (75 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)

Course 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 Blackbaud grade center for all participants. Grades for the Knowledge Surveys are automatically entered by Blackbaud and the course instructor manually enters in Blackbaud 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 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 requirement.

DISTANCE LEARNING COURSE ASSIGNMENTS

Week One: Thinking and Questioning, MLE

- Read: Mediated Learning; Developing Questioning Skills (Lewis, 2002); A Systematic Review of Research on Questioning Skills as a High-Level Cognitive Strategy (Davoudi & Sadeghi, 2015)
- Lecture: Thinking & Questioning, Mediated Learning Experience
- Watch: Buzzer; Memory Cards
- Review: Buzzer
- New Technique: Memory Cards
- Complete: All assignments including the Knowledge Survey and Discussion Board Question

Week Two: Testing and Ethics

- Read: Assessment in Educational Therapy: Learning Disabilities and Challenging Behaviors
- Lectures: Initial Testing: Code of Professional Conduct
- Watch: none
- Review: Rhythmic Writing
- New Technique: Map
- Complete: All assignments including the Knowledge Survey and Discussion Board Question

Week Three: Mathematics

- Read: Evidence Based Practices: Applications of Concrete Representational Abstract Framework Across Math Concepts for Students with Mathematics Disabilities (Agrawal & Morin, 2006); Learning Disabilities and Challenging Behaviors
- Lecture: Math Block II
- Watch: none
- Review: Square Puzzles, Math Block I
- Complete: All assignments including the Knowledge Survey and Discussion Board Question

Week Four: Reading and Spelling

- Read: Readers Who Struggle: Why Many Struggle and a Modest Proposal for Improving their Reading (Rasiniski, 2017); How Words Cast Their Spell (Joshi, Treiman, Carreker, & Moats, 2009); Multisensory Teaching of Basic Language Skills; Learning Disabilities and Challenging Behaviors
- Lecture: Reading Fluency Factors
- Watch: Oral and Above Level Reading
- New Technique: Oral and Above Level Reading
- Complete: All assignments including the Knowledge Survey and Discussion Board Question