



TEACHING HOW TO LEARN: DEVELOPING COGNITIVE COMPETENCIES Level III Course Syllabus 2022

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 (or more) weeks of digital 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, 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.

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.

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 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 digital 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.

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

The first step in a three-step process to becoming a 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 III course you will automatically become an 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 Find a Therapist page on the 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.***

REQUIRED AND SUPPLEMENTAL RESOURCES

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

1. **Technique Materials Level III:** *(order each separately)*
 - A. Analogies 1
 - B. Analogies 2
 - C. Gray Matter Literacy Kit: Therapist
 - Gray Matter Guide: Educator
 - Gray Matter Guide: Student
 - SOAR 1
 - SOAR 2
 - SOAR 3
 - Anchors Away Decks 1&2
 - Anchor Bingo Cards
 - Anchor Word Booklet
 - Anchor cards
 - Sound Box
 - Gray Matter Lesson Plans (Digital)
 - Memory Card booster pack
 - D. Tangram Cards
 - E. Listen Carefully (optional) this is replacing Listen My Children
 - F. Wordly Wise 3000 Student Book 6 - 3rd Edition

The following textbook (s) are available on Amazon.ca.

1. [Mediated Learning, Teaching, Tasks, and Tools to Unlock Cognitive Potential](#), 2nd Edition, Mentis & Dunn-Bernstein, Corwin Press, ISBN: 978-1-4129-5070-1
2. [Integrating social cognition in therapeutic practice: beneath and beyond the process of therapy](#), 1st edition.

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 especially 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 Blackbaud. Students are responsible for the information and materials distributed through Blackbaud, and in class.

Materials needed for digital residency:

- **Course manual (Level 2 and Level 3)**
- *Mediated Learning, Teaching, Tasks, and Tools to Unlock Cognitive Potential*, 2nd Edition (2008)
- *Wordly Wise 3000 Student Book 6*
- *Analogies 1*
- *Analogies 2*
- *Gray Matter Therapist Kit*
 - *Gray Matter Guide: Educator*
 - *Gray Matter Guide: Student*
 - SOAR 1
 - SOAR 2
 - SOAR 3
 - Anchor Word Booklet
 - Anchor Cards
 - Anchor Away Decks 1&2
 - Anchor Bingo Cards
 - Sound Box
 - Lessons (digital)
- Chalk holder & chalk
- *Listen My Children and/or Listen Carefully (optional)*
- *Bloom's Taxonomy Flip Chart*
- Design Tiles (cards)
- Design Tile puzzle pieces (plastic)
- Pythagoras puzzle pieces (wooden)
- Tangram Pages
- *Mediating Math and Mediating Math Student Workbooks (4)*

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 – 35%

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 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. (Please note: grades are required to be inputted into the Blackbaud grade center for all participants regardless of whether they are seeking graduate credit or not. Grades for the Knowledge Surveys are automatically entered by Blackbaud and the course instructor manually enters in Blackbaud grades for all other assignments.)

Distance Assignments – 35%

- Promoting Diversity and Excellence (week 1) – 6% (100 points)
- Theoretical Constructs Research Draft (Week 1) – 6% (100 points)
- Student Success Plan with Partner – (Week 2) – 7% (100 points)
- Morpheme Paper – (Week 3) – 6% (100 points)
- Math Reflection Paper – (Week 4) – 6% (100 points)
- Weekly Knowledge Surveys (4 total, 1% each) --- (100 points each)

Theoretical Constructs Research Project (100 points) – 15%

Course Participation – 10%

- Discussion Board participation – 5% (100 points)
- Digital Residency participation – 5% (100 points)

Technique proficiency (100 points) – 40%

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.

	<p>READ Chapters 2 & 3, and pages 32-61 in <i>Integrating Social Cognition in Therapeutic Practice: Beneath and Beyond the Process of Therapy</i> by Lou Falik</p> <p>READ Research Articles on NILD Educational Therapy (Manual Therapy Section)</p> <p><i>Incorporating Building Blocks In Assessment and Intervention</i></p> <p>KNOWLEDGE SURVEY</p> <p>DISCUSSION BOARD</p>	<ul style="list-style-type: none"> • “Analogical Reasoning & Proverb Comprehension” by Gail Collins, Ed.D. <p>Examine Jackson Dodges’ initial testing results and supporting documents with a classmate (via Zoom) to collaborate and practice using the Student Success Plan process to help you design and implement data -driven educational therapy. Forms have been provided with handouts. This assignment is due at the end of week 2</p> <p>Complete Week 2 Knowledge Survey</p> <p>Identify one cognitive function that can be developed through Proverbs and a different cognitive function that can be developed through Analogies; discuss how you would mediate the development of these thinking actions in a post of 200-300 words. Please include citations from your assigned reading or other peer-reviewed sources. Properly formatted references should be provided at the end of your post. Then comment on at least 2 of your colleagues’ posts with replies of at least 100 words, considering what you have learned from this week’s lectures and readings.</p>
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WEEK 3

READING

<p><u>STUDY:</u></p>	<p><i>Voice over PPT Lectures & PDF Handouts</i></p>	<ul style="list-style-type: none"> • Educational Theorist Lecture • Gray Matter Cognitive Literacy: Research & Rationale Lecture • Gray Matter Cognitive Literacy: Perspectives Lecture • Morphology Lecture
<p>ASSIGNMENTS:</p>	<p>READ pages 38-39, 98-102, 363-375, and 540-553 in <i>Multisensory Teaching in Basic Language Skills</i> by Birsh and Carreker.</p> <p>READ Research Articles on NILD Educational Therapy articles (Manual Theory Section)</p> <p><i>Theoretical Constructs Research Project</i></p> <p>KNOWLEDGE SURVEY</p> <p>DISCUSSION BOARD</p>	<p>Write a 250-500 word paper in which you describe a lesson with a student that engages the use of morphemes. Due date for this paper is the end of online week 3.</p> <ul style="list-style-type: none"> • “Questioning: Vygotsky’s Social Development Theory” by Joni Hanna, M. Ed. • “Theories of Learning: Implications for Teaching” by Janet Lerner & Beverly Johns <p>Continue working on your rough draft of your research to be handed into your instructor at the end of week 4.</p> <p>Complete Week 3 Knowledge Survey</p> <p>Explain a new thought that you had while listening to the lecture on morphemes and share with your colleagues’ ways you will use morphology in a post of 200-300 words. Please add citations from your assigned reading or other peer-reviewed sources. Properly formatted references should be provided at the end of your post. You will then want to comment on at least 2 of your colleagues’ posts with replies of at least 100 words, considering what was read for this week.</p>

<p><u>STUDY:</u></p>	<p><i>Voice over PPT Lectures & PDF handouts and Video Vignettes:</i></p>	<ul style="list-style-type: none"> • Mediating Math – The Cognitive Domain Lecture • Tangrams Video Vignette <p>A. Watch the Tangrams demonstration and complete the therapy observation form while observing this technique.</p> <p>B. Practice this technique with a student and write down any questions you may have to be discussed during residency week.</p>
<p><u>ASSIGNMENTS:</u></p>	<p>Read <i>Math Block: A Strong Conceptual Foundation for Mathematical Reasoning</i> by Sue Hutchinson, Ed.D (Manual Theory Section)</p> <p>Read <i>Ability and Mathematics: the mindset revolution that is reshaping education</i> by Jo Boaler (Manual Theory Section)</p> <p>Read chapter 13, pages 501-530 in <i>Multisensory Teaching in Basic Language Skills</i> by Birsch & Carreker.</p> <p>READ Research Articles on Educational Therapy (Manual Theory Section)</p> <p>KNOWLEDGE SURVEY</p> <p>DISCUSSION BOARD</p>	<p>Write a 250-350 word reflection paper on how you will change or add elements of quantity, counting, and language into your Math Block. Due at the end of online week 4.</p> <ul style="list-style-type: none"> • “A Study on the Effect of Interactive Language in the Stimulation of Cognitive Functions for Students with Learning Disabilities” by Kathy Hopkins, Ed.D. • “Effects of National Institute for Learning Development Educational Therapy for Students with Learning Differences” by Kathy Keafer, Ed.D. • “Pythagoras and Tangrams,” by Vesta Gillette, M. Ed. <p>Complete Week 4 Knowledge Survey</p> <p>Give specific examples of how you can develop the cognitive function of self-regulation in Math Block. Please include</p>

	<p>ASSIGNMENTS due at the end of week 4 that were assigned in prior weeks</p> <p>ASSIGNMENTS to complete and bring to Digital Residency Week</p>	<p>citations from this week’s assigned reading or other peer-reviewed sources. Properly formatted references should be provided at the end of your post. You will then want to comment on at least two of your colleagues’ posts with replies of at least 100 words, considering what was read for this week.</p> <ul style="list-style-type: none"> • Theoretical Constructs 3-5 page rough draft assigned in online week 1. • Final draft of <i>Theoretical Constructs Research</i> paper • Completed Observation Forms <ol style="list-style-type: none"> 1) Proverbs and Analogies observation form assigned in week 2 2) Tangrams observation form assigned in week 4
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