



TEACHING HOW TO LEARN: DEVELOPING COGNITIVE COMPETENCIES Level II Course Syllabus 2024

COURSE DESCRIPTION

This course serves to develop a foundational methodology for training students on how to learn by strengthening current cognitive systems to greater efficiency. The result for students in National Institute of Learning Development (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 coursework with one week of classroom instruction.

If you DID NOT complete the Cognitive Literacy training after May 2022, you must complete this training in preparation for Level II. Please contact NILD Canada at info@nildcanada.org for the asynchronous materials to complete this training. If you DID complete the Cognitive Literacy training after May 2022, please disregard this unless you wish to review.

COURSE PREREQUISITES

1. Successful completion of Level I course (within the last 3 years).
2. Completion of a minimum of 80 student contact hours.
3. 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 27, 2024**.
4. Maintained yearly therapy registration and licensing.
5. Attendance at an NILD Canada conference and/or workshop.
6. Completion of all job-embedded coaching webinars.
7. Completion of WJIV training 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):

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

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 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. [Multisensory Teaching of Basic Language Skills](#), 4th Edition (2018). Birsh, J.R. & Carreker, Paul H. Brookes Publishing Company. ISBN: 978-1681252261
3. [Mediated Learning: Teaching, Tasks, and Tools to Unlock Cognitive Potential](#). Second edition- Mentis, Dunn-Bernstein, and Mentis.
4. [Assessment in Educational Therapy](#). Marion E. Marshall. Assessment

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. Mediating Math
 - F. A complete set of 4 Mediating Math Student Workbooks (Supplements to Mediating Math): Number Patterns; Calculations and Estimations; Fractions, Decimals and Percents; Measurement.
 - G. Dictation and Copy – Book D
 - H. Gray Matter Literacy Kit: Educator (if not already purchased for Level I)
 - a. Gray Matter Guide: Educator
 - b. Gray Matter Guide: Student
 - c. SOAR 1
 - d. SOAR 2
 - e. SOAR 3
 - f. Anchors Away Decks 1&2
 - g. Anchor Bingo Cards
 - h. Anchor Word Booklet
 - i. Anchor Cards
 - j. Sound Boxes
 - k. Gray Matter Lesson Plans (Digital)

You will also need the two Decodable Readers if you don't already have them (purchased separately)

- *Pals and Pets Decodable Reader Bk 1 – Formative
- *The Best of Pals Decodable Reader Bk 1 - Emerging

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 Canvas. Students are responsible for the information and materials distributed through Canvas.

Materials needed for digital residency:

- **Level I and II Course Manual**
- Moveable Alphabet or JoyNote Classroom Magnetic Letters
- 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)
- Quick Flip Questions for the Revised Bloom’s Taxonomy
- Gray Matter Literacy Kit: Educator
 - 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
 - Sound Boxes
 - Gray Matter Lesson Plans (Digital)
 - Anchor Cards
- Memory Cards
- **Additional materials:** (e. g. PowerPoint files, quizzes, media, etc.) may be found on Canvas. Students are responsible for the information and materials distributed through Canvas 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:

- Online assignments – 40%
- Course participation – 20%
- Testing Assignment – 5%
- Technique Competency – 20%
- Anchor Word Competency – 15%

There are five Online 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 Canvas 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 Canvas at any time during the course.

Online Assignments – 40% (each of the following have 8% of the final grade)

- Annotated Bibliography (5 sources), Week 1 – (100 points)
- Prescriptive NILD Educational Therapy Paper, Week 2 - (100 points)
- Components Paper, Week 3 - (100 points)
- Carreker Reflection Paper, Week 4 (500-600 words) - (100 points)
- Knowledge Surveys (100 points)
 - Knowledge Survey Week 1 – (25 points)
 - Knowledge Survey Week 2 – (25 points)
 - Knowledge Survey Week 3 – (25 points)
 - Knowledge Survey Week 4 - (25 points)

Course Participation – 20%

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

Testing Assignment – 5% (100 points)

Anchor Word Competency – 15% (100 points)

Technique Mastery – 20% (100 points)

- Level I Competency
- Level II Competency

Please note that grades are required to be inputted into the Canvas grade center for all participants. Grades for the Knowledge Surveys are automatically entered by Canvas and the course instructor manually enters in Canvas grades for all other assignments.

GRADING SCALE

Grade	Percentage Score Range	Rationale & Meaning of Grade
A	94-100%	Superior work in all areas as indicated in the instructor's written expectations. Exemplary performance, participation, creativity, and writing.
A-	90-93%	Excellent work overall but may be lacking in relation to some aspect of the instructor's expectations. Excellent content in writing assignments.
B+	84-89%	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	80-83%	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.
C+	74-79%	Passing work but in serious need of improvement in many areas, especially regarding form, content, and instructor's expectations.
C	70-73%	Passing work, but in serious need of improvement in many areas, especially regarding form, content, and assignment specifications; below professional quality standards.
F	<70%	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.