



TEACHING HOW TO LEARN: DEVELOPING COGNITIVE COMPETENCIES Level III Course Syllabus 2026

MISSION STATEMENT

To train and equip educators, therapists and parents to support students that learn differently through courses, workshops, seminars and webinars.

COURSE DESCRIPTION

This course will help participants expand their ability to incorporate cognitive function development within the National Institute for Learning Development (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 week of classroom instruction. Prerequisites: EDLD 515 & 520 (Level I and Level II).

If you DID NOT complete the Cognitive Literacy training after May 2022, you must complete this training in preparation for Level III. 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 it.

COURSE PREREQUISITIES

1. Successful completion of Levels I & II training (within the last 3 years)
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. Completion of WJIV training courses.

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 5 core techniques in the light of cognitive functions.
2. **Demonstrate** competency in the Level II techniques.

3. **Develop** vocabulary acquisition and application to enhance spelling, reading comprehension, and written expression.
4. **Use** reading comprehension and written expression to develop language competencies in students.
5. **Incorporate** cognitive function development within NILD educational therapy techniques.
6. **Refine** diagnostic and prescriptive competency.
7. **Refine** questioning skills to stimulate oral language.
8. **Further** develop the skills of pacing, transitions, and application of mediated learning
9. **Articulate** an understanding of the theoretical constructs that underlie NILD Educational Therapy™

PROGRAM GOALS

This course contributes to the fulfillment of the following NILD program goals:

1. Review the Level I & II techniques and demonstrate technique proficiency
2. Learn three new techniques
3. Build connections between the techniques and cognitive functioning
4. Strengthen ethical standards and codes of conduct into the practice of NILD Educational Therapy™
5. Expand understanding of testing and its relationship to cognitive functions and goal setting
6. Enhance understanding of the use of language development and critical thinking in developing skills of reading, math, and spelling
7. Strengthen the skill development of questioning, pacing, transitions, and bridging to life
8. Foster further understanding of the principles of mediated learning within 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.

You will need to complete the *NILD Writing Standards Mini Training* course prior to the start of the course. Use the links below to access the training course:

[NILD Writing Standards Mini Training – Presentation](#)

[NILD Writing Standards Mini Training – Digital Handouts](#)

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):

- Work with a partner practicing and refining NILD Educational Therapy technique.
- 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 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 residency week on the residency week assignment page. Late assignments will be penalized.

Canvas:

All course information, announcements, and assignments are found on NILD's Canvas platform. Your course instructor will post weekly announcements designed to guide you successfully through the course. Keep your email address current in Canvas and check it often to ensure timely receipt of messages from your instructor.

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

Technology:

Due to the hands-on nature of the course, it is important for the instructor and your classmates to be able to see your chalkboard, the various technique materials, and other documents as you work collaboratively via Zoom. You must have a free-standing document camera for use during the online portion of the course and during virtual residency. The built-in camera on your laptop is not acceptable. You are encouraged to purchase a document camera that has clear resolution and to practice using it prior to the first day of digital residency. Inexpensive document cameras that have adjustable heads are readily available on Amazon. A good recommendation is to get a Hue Camera.

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. [NILD Level III Course Materials Package](#) ND053 - \$148.99 (+ tax)
 - Analogies, Proverbs & Idioms
 - Tangram Cards
 - Wordly Wise 3000 Book 6 3Ed
 - *Pals and Pets Decodable Reader* - Bk 3 Formative*
 - *The Best of Pals Decodable Reader* - Bk 3 Emerging*

**If not already purchased*
 - B. [Gray Matter Literacy Kit: Educator](#) ND058 - \$451.50*(+ tax)
**If not already purchased for Level I*

The following textbook(s) are available through Caversham Booksellers:

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 into Therapeutic Practice: Beneath and Beyond the Process of Therapy](#), 1st edition, Louis H. Falik
3. [Multisensory Teaching of Basic Language Skills](#), 2nd Edition, Judith R. Birsh
4. [Understanding and Teaching Reading Comprehension: A Handbook](#), Jane Oakhill, Kate Cain, and Carsten Elbro, Routledge, ISBN: 978-0415698313

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

Materials needed for digital residency:

- Course manual (Level I, Level II, and Level III)
- *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*
- Chalk holder & chalk
- *Bloom's Taxonomy Flip Chart*
- Design Tiles (cards)
- Design Tile puzzle pieces (plastic)
- Pythagoras puzzle pieces (wooden)
- Tangram Pages and puzzles
- *Mediating Math and Mediating Math Student Workbooks (4)*
- Dictation & Copy book (C or D)
- Rhythmic Writing laminated cards
- Buzzer & Morse Code laminated card
- Chalk holder & chalk
- External Document Camera (see note under **Technology** above)
- Additional materials (e.g., PowerPoint files, quizzes, median and the like) may be found on Canvas.

METHOD OF EVALUATING STUDENT PERFORMANCE

Course Evaluation:

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 – 25%
- Capstone Project – 25%
- Course Participation – 10%
- Student Success Plan Assignment – 5%
- Technique Proficiency – 35%

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. (Please note - grades are required to be inputted into the Canvas grade center for all participants regardless of whether they are seeking graduate credit or not. Grades for the Knowledge Surveys are automatically

entered by Canvas and the course instructor manually enters in Canvas grades for all other assignments.)

Online Assignments – 25%

- Promoting Diversity and Excellence Paper (week 1) – 7% (100 points)
- Reading Comprehension PowerPoint Slide Deck (Week 1) – 7% (100 points)
- Testing Assignment (Week 2) – 7% (100 points)
- Weekly Knowledge Surveys (4 total, 1% each) --- (100 points each)

Course Participation – 10%

- Online participation/engagement (100 points) – 5%
- Residency participation/engagement (100 points) – 5%

Capstone Project (100 points) – 25%

Student Success Plan Assignment (100 points) – 5%

Technique Proficiency (100 points) – 35%

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 requirements.