

National Institute for Learning Development
INSTRUCTIONAL METHODS FOR STUDENTS WITH LEARNING NEEDS
2009 Level I Distance Course Syllabus

I. COURSE DESCRIPTION

This is a distance theory and practicum course designed to train educators to deliver services to students who struggle to learn. Three broad topics are addressed in this introductory course:

- A. ***Philosophy*** - learning identification of learning needs, program distinctives, and methods of intervention in accordance with the model developed by the National Institute for Learning Development (NILD)
- B. ***Assessment*** - student evaluation by means of informal teacher assessment and formal cognitive and educational measures
- C. ***Intervention*** - individualized implementation of methods for developing processing cognitive and basic academic skills

II. COURSE OBJECTIVES

- A. ***General:*** Successful completion of this course will equip the educational therapist/intern to identify and assess student needs and utilize NILD techniques to enable the student with learning difficulties to succeed in the classroom.
- B. ***Specific:*** Upon completion of this course, the educational therapist/intern will be able to:
 - 1. Demonstrate an understanding of the characteristics of learning difficulties
 - 2. Demonstrate an understanding of how learning difficulties impact classroom performance and behavior
 - 3. Explain the distinctives of the NILD program
 - 4. Understand an interpretation of a battery of tests, both educational and psychological
 - 5. Demonstrate a beginning understanding of the *Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV)*
 - 6. Design and implement an educational therapy program according to the difficulties determined by formal assessment
 - 7. Demonstrate a working knowledge of twelve introductory NILD techniques
 - 8. Understand annual testing procedures
 - 9. Understand how reading, math and spelling as tools to enhance learning efficiency
 - 10. Set up a beginning program within a school or private practice setting
 - 11. Demonstrate an awareness of NILD philosophy

III. TECHNOLOGY REQUIREMENTS

NILD has partnered with **Knowledge Elements** to develop this course in an online format, offering a qualified faculty, flexible scheduling, the user-friendly appeal of consistent course formats, and reliable and easily accessible web-based interface. This is a distance learning class combining six weeks of online interaction and assignment submission, one residency week of classroom instruction, and two post-residency assignments. Throughout the course, participants must have a valid email account where they can receive initial registration information, internet access, and a functioning web browser. We strongly recommend that you use a high-speed internet connection. A dial-up connection is not recommended for this course. If you have never taken a distance course before and are unsure if this format is right for you, please complete the brief assessment found at www.knowledgeelements.com/assessment.php

IV. COURSE RESOURCES

A. *To be obtained by participants:*

1. *Teaching With the Brain in Mind*, Eric Jensen, ASCD
2. *Speech to Print*, Louisa Cook Moats, Ed.D., Paul H. Brookes Publishing Company
3. *Learning Disabilities and Related Mild Disabilities: Characteristics, Teaching Strategies*, and *New Directions*, Janet Lerner with Beverly Johns, Cengage Learning
4. *Blue Book Packet* (the *Blue Book*, *KEYWO*, *Phonic Spelling Workbook*, *Sounds of Speech*, *Teacher's Word List* and *Student Reference Sheets*)
See Financial Information page 4 for details on ordering the above materials.
5. *Forming Early Concepts of Mathematics*, Meir Ben-Hur, IRI
See Course Information for details on ordering the above text.

B. *Provided by NILD at the course site (residency week):*

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| 1. <i>NILD Level I Manual</i> (1999 ed.) | 6. Square puzzles with tiles |
| 2. Forms | 7. Buzzer |
| 3. Pegboard and pegs | 8. Laminated Rhythmic Writing & Morse Code Cards |
| 4. Pythagoras puzzles with pieces | 9. Chalk holder & chalk |
| 5. Body Image puzzles | |

C. *Purchased by participant prior to course:*

Each participant will need to bring the following materials and supplies to the course. [Established NILD programs may bring used materials.] Please note that prices do not include shipping costs. Items are sometimes backordered. Allow adequate time for delivery prior to course. Every effort has been made to convey current information, but prices and stock numbers are subject to change without notice.

<i>Materials</i>	<i>Unit Price</i>	<i>Supplier</i>	<i>Phone</i>	<i>Fax</i>
<i>Getting the Main Idea</i> (Book F) ISBN #002687976X	\$13.77	SRA – ask for Specific Skills Series www.sraonline.com	888-772-4543 609-426-5793	972-228-1982 – in U.S. 609-426-7917 – Int'l.
Let's Read (Book 4) 5303-W8	\$14.00	Educators Pub. www.epsbooks.com	800-225-5750 617-547-6706	888-440-2665 – in U.S. 617-547-0412 – Int'l.
How to Spell (Book 3) 1852-W8	\$11.20			
How to Teach Spelling 1847-W8	\$31.30			
Listen My Children (3 rd Edition) 10434	\$49.00	PRO-ED www.proedinc.com	800-897-3202 512-451-3246	800-397-7633
Mini Avalanche Foam Letters LR-2344	\$19.95	Lauri www.lauritoys.com	800-451-0520	800-682-3555

V. COURSE REQUIREMENTS

- A. **Prerequisite:** Bachelor's degree, preferably in education or related field
- B. **Pre-Course Preparation:** Prior to attending the course: 1) observe a live or recorded NILD Educational Therapy® session, 2) read *Teaching with the Brain in Mind* as assigned and prepare reflection paper for submission the first week of distance learning
- C. **Course Activities:** Full participation in all activities and assignments is required, as is attendance at all sessions.

Distance weeks:

- Complete weekly activities and assignments
- Read texts as assigned
- Memorize the *Blue Book* and complete related assignments
- Submit assignments on time and contribute to online forum discussions weekly

Residency week:

- Read the Level I manual in its entirety
- Work with a partner in practicing NILD Educational Therapy® techniques
- Complete the testing assignment

Post-residency (all work due three weeks post the last day of the residency course):

- Complete the final course assignment
- Submit a 40-minute video demonstrating the 5 core techniques

VI. COURSE WORKLOAD

The time required for the various assignments has been estimated as follows:

Pre-course work	4 hours
Weekly activities (distance-based)	4-6 hours per week
Residency week	35 hours
Final Assignment	5 hours

VII. COURSE EVALUATION

Pre-course assignments	5%
<i>Speech to Print</i> assignments	5%
Knowledge Surveys	10%
Testing assignment	15%
Class participation	15% (includes weekly postings on forum discussion board)
Final assignment	20%
Video Technique demo	30%

VIII. SELECTED BIBLIOGRAPHY

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