

NATIONAL INSTITUTE FOR LEARNING DEVELOPMENT

INSTRUCTIONAL METHODS FOR STUDENTS WITH LEARNING NEEDS

2009 Level II Course Syllabus

I. COURSE DESCRIPTION

This is a lecture and practicum course designed to give experienced educational therapists continued training in accordance with the NILD intervention model. Five broad topics are addressed in the Level II course:

- A. ***Questioning and Thinking Skills*** - The integration of principles of effective questioning techniques to promote higher order thinking skills for students in NILD Educational Therapy®
- B. ***Technique Instruction and Refinement*** - Practicum experience utilizing techniques taught at Level I and instruction in Level II techniques for stimulation of deficit areas
- C. ***Program Development*** - Guidelines for establishment of administrative policies and procedures, suggestions for teacher and parent in-service, and considerations for program expansion and accreditation
- D. ***Assessment*** - In-depth instruction in interpretation of initial assessment as well as reporting of annual testing
- E. ***Student Evaluation*** - Focus on a particular student presently under therapist's instruction with emphasis upon assessment, individualization of instruction, and appropriateness of program

II. COURSE OBJECTIVES

- A. ***General:*** Successful completion of this course should equip the educational therapist to more effectively implement NILD techniques and to have a wider vision for the overall program at his/her school or private practice.
- B. ***Specific:*** Upon completion of this course, the therapist should be able to:
 - 1. Demonstrate the ability to stimulate and question students in order to develop effective thinking skills
 - 2. Demonstrate a beginning understanding of effective mediated learning
 - 3. Interpret test results with emphasis upon prescribing an appropriate individualized program
 - 4. Demonstrate proficiency in Level I techniques and a working knowledge of Level II techniques
 - 5. Develop skills of pacing, transitions and bridging
 - 6. Continue to improve understanding of LD characteristics
 - 7. Discuss implications of reading, math and spelling deficits
 - 8. Demonstrate an understanding of the social deficits of students with LD
 - 9. Demonstrate beginning development as a consumer of research

III. COURSE RESOURCES

- A. **To be obtained by participant:**
 - 1. *Speech to Print*
 - 2. *Endangered Minds*
 - 3. Janet Lerner's *Learning Disabilities and Related Mild Disabilities*

4. *Sounds of Speech and Sounds of Reading*
5. *Mediating Math*
6. *NILD Level I Manual* (1999 Ed.)

B. **Supplementary material** (provided by NILD at the course):

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| 1. <i>NILD Level II Manual</i> (2000 Edition) | 6. Analogies I |
| 2. Tangrams | 7. Moveable Alphabet Tiles |
| 3. Design Tiles | 8. <i>Bonus Points</i> |
| 4. <i>Exercises and Problems in Arithmetic</i> | 9. Memory Cards |
| 5. <i>Blue Book</i> Dictation Exercises | 10. Bloom's Taxonomy Flipchart |

IV. COURSE REQUIREMENTS

- A. **Prerequisites:** A bachelor's degree in education or a related field. Successful completion of NILD Level I. Minimum educational therapy student contact of 1 year/100 hours.
- B. **Pre-Course Preparation:** Prior to attending the course: 1) participate in required NILD Regional Conference pre-course sessions and submit attendance certificates with course application, 2) read texts as assigned, 3) complete written assignment for *Speech to Print*, and 4) videotape a therapy student in a full-length session and submit a Self-Critique of the session no less than two weeks prior to the course's start. (See **Course Information** for details.)

V. COURSE WORKLOAD

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

Reading <i>Learning Disabilities</i> Assignments	5 hours
Reading <i>Speech to Print</i> /Completing Response Paper	4 hours
Reading <i>Endangered Minds</i>	8 hours
Reviewing Level I Manual	5 hours
Reading Level II Manual	10 hours
Preparation of Video and Self-Critique	10 hours
Daily Assignments	35 hours
Final Assignment	4 hours

VI. COURSE SCHEDULE

Week One Read: Level II Manual (Theory, Testing, Techniques)
 Review: Level I Manual (Techniques)
 Submit: Daily assignments/Testing assignment
 Present: Level I techniques: Hands on demonstration

Week Two Read: Level II Manual (Theory, Testing, Techniques, Appendix)
 Review: Level I Manual (Techniques)
 Submit: Daily assignments/Final assignment
 Present: Level II techniques: Hands-on demonstration

VII. COURSE EVALUATION

Pre-Course Assignments:		Technique Mastery:	
• Video Self-Critique	5%	• Level I	20%
• <i>Speech to Print</i> Response	5%	• Level II	20%
<i>Blue Book</i> Competency	10%	Testing Assignment	10%
Class Participation	10%	Final Assignment	20%

VIII. SELECTED BIBLIOGRAPHY

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