

NATIONAL INSTITUTE FOR LEARNING DEVELOPMENT

Instructional Methods for Students with Learning Needs

2009 Level III 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 NILD Level III Course:

- A. ***Cognitive Functioning*** - The development of a basic understanding of cognitive functioning and its relationship to particular techniques used in educational therapy
- B. ***Technique Instruction and Refinement*** - Practicum experience reviewing techniques taught at the Level I and Level II courses including further instruction in reading comprehension, written expression, and morphology.
- C. ***Language Stimulation*** - Instruction in the importance of interactive language in the stimulation of cognitive processing with focus upon the role of the mediator in the learning process
- D. ***Assessment*** - Introduction to the diagnostic aspects of educational therapy in light of Feuerstein's cognitive functions
- 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 beginning understanding of the science of cognitive function.
- B. ***Specific:*** Upon completion of this course, the therapist should be able to:
 - 1. Articulate how specific techniques impact cognitive functioning
 - 2. Communicate a personal understanding of the theoretical constructs underlying NILD Educational Therapy®
 - 3. Demonstrate the ability to stimulate and question students in order to develop effective thinking and language skills
 - 4. Develop language competencies in reading comprehension, written expression, and morphology
 - 5. Interpret test results in light of Feuerstein's cognitive functions
 - 6. Demonstrate proficiency in core and advanced NILD techniques
 - 7. Further develop skills of questioning, pacing, transitions and bridging
 - 8. Define cognitive functions and prescribe appropriate techniques to counter existing weaknesses
 - 9. Continue development as a consumer of research
 - 10. Refine assessment competency in report writing and evaluation of student needs

III. COURSE RESOURCES

A. Textbooks to be obtained by participant:

1. Janet Lerner's *Learning Disabilities*
2. *Mediated Learning In and Out of the Classroom*
3. *How the Brain Learns*
4. *Speech to Print*
5. *Sounds of Meaning*
6. *NILD Level I Manual* (1999 ed.)
7. *NILD Level II Manual* (2000 ed.)

B. Supplementary material provided by NILD at the course:

1. *NILD Level III Manual* (2003 ed.)
2. *Sounds of Language*
3. *Mathercise*
4. *Exercises in Arithmetic* (Red book)
5. *Rules of the Game*
6. *Analogies* (Book 2)

IV. COURSE REQUIREMENTS

A. Prerequisites: Bachelor's degree in education or related field, and:

- Successful completion of Levels I and II training
- Participation in required NILD regional conference sessions (conference attendance certificates are to be submitted with course application)
- Minimum educational therapy student contact of 2 years/200 hours

B. Pre-Course Preparation: Prior to attending the course, the educational therapist is to:

1. Complete reading assignments for *Learning Disabilities*, *Mediated Learning In and Out of the Classroom*, and *How the Brain Learns*. Be prepared to discuss all assigned sections in class.
2. Complete reading and writing assignments for *Speech to Print*.
3. Locate an appropriate research article and write a one-page paper relating the research to your educational therapy practice.
4. Prepare a videotape of a second or third year student and complete a Video Self-Critique of the taped therapy session.
5. Create a rough draft of your Theoretical Constructs of Educational Therapy.
The *Speech to Print* and research response papers and self-critique are to be sent to your instructor no less than two weeks before the course begins, preferably as an MSWord email attachment. The rough draft of the theoretical constructs paper should be brought with you to class.

V. COURSE WORKLOAD:

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

Reading <i>Learning Disabilities</i>	5 hours
Reading <i>Mediated Learning</i>	5 hours
Reading <i>How the Brain Learns</i>	2 hours
Reading <i>Speech to Print</i>	4 hours
Reading research article and writing paper	3 hours
Preparation of Videotape & Self-Critique	8-10 hours
Reading articles assigned in class	5 hours
Daily Assignments	30 hours
Final Assignment	3 hours

VI. COURSE EVALUATION

Pre-course assignments	15%	Theoretical Constructs	15%
Level II Technique Competency	20%	Class Interaction	10%
Questioning & Mediation Skills	20%	Final Assignment	20%

VII. SELECTED BIBLIOGRAPHY

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