

Mission Statement:

Regent University serves as a center of Christian thought and action to provide excellent education through a Biblical perspective and global context equipping Christian leaders to change the world.

SECTION 1: COURSE OVERVIEW

Regent University
School of Education
EDLD 520

TEACHING HOW TO LEARN: DEVELOPING COGNITIVE COMPETENCIES LEVEL II

Instructor: TBA by National Institute for Learning Development (NILD)

Location: N/A

Office hours: N/A

Phone: (757) 423-8646

Fax: (757) 451-0970

Email: info@nild.org

Communications Policy

The best method to contact NILD is via email.

Course Description

This course serves to further develop educational therapists' training in accordance with the National Institute for Learning Development (NILD) intervention model. This course addresses the development of oral language through the processes of mediation and effective questioning in order to promote higher order thinking skills. The candidates will receive additional instruction in interpretation of initial assessment and annual test reporting, a review of Level I techniques, and instruction in Level II techniques. This course will foster additional skills in the ability to identify cognitive functions. This course combines four weeks of online course work with one week of classroom instruction. **Prerequisites:** EDLD 515 (Level I). Participants must record a 30-40 minute video session with an actual NILD student demonstrating their implementation of only the five core techniques. If you did not participate in Level I job-embedded coaching in the 2020-2021 school year, please submit a 30 minute video demonstrating your competency in the five core techniques. Please video this mini session with one of your current or past students. If your program director observed your video, please submit the observation form to the NILD office.

Relationship of course to Regent's Mission

Mission: Regent University serves as a center of Christian thought and action to provide excellent education through a Biblical perspective and global context equipping Christian leaders to change the world.

NILD's **Teaching How to Learn: Developing Cognitive Competencies Level II** supports Regent's Mission.

Theme Scripture: Proverbs 12:14

"From the fruit of their lips people are filled with good things, and the work of their hands brings them reward." (NIV)

SECTION 2: COURSE REQUIREMENTS

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 weakness 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 10 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 and WISC-V Interpretation
 - b. Initial/Annual Testing
6. Expand understanding of the use of language development and critical thinking in developing skills of 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 Procedures

Attendance and Participation – Full participation in all activities and assignments is expected including attendance at all residency week classes. Prior to beginning the course, observe a live or recorded NILD Educational Therapy™ session.

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 for practice sessions (can be portable or tripod).

- Practicetechniquesandcomplete readingassignments as assigned.
- Complete reaction papers that require a personal response to the information read.
- Contribute to online discussions weekly.

Residency (classroom) coursework (Monday - Thursday, 8:00am - 5pm; Friday 8am-noon)

- 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 Blackboard. You are responsible for preparing assigned readings carefully by the date listed on the Assignment Schedule (see link on Blackboard) and to complete tests, projects, and other assignments by midnight on the day designated by your instructor for online session and by the day listed for the residency week. Out of fairness to all, late assignments are penalized as described below under “**Late Assignments.**”

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. The policy for grades of “Incomplete” can be found in the School of Graduate Studies *Catalog*, found online.

Blackboard: Students are expected to check the Announcements section of Blackboard each week beginning one week before the start of the course. Students must keep their email address current in Blackboard; they are expected to check their Regent email daily to ensure timely receipt of messages from the professor.

Training Requirements for NILD Professionally Certified Educational Therapist™ (PCET) --- NILD Level I training is the first step toward NILD certification. All educational therapists are expected to continue their training at a Level II course within three years. After successful completion of Level II, educational therapists are also expected to continue to Level III within three years of having taken Level II. Those trained in the NILD model will be considered educational therapist interns until reaching full certification status. Interns may apply for certification following successful completion of Level III.

NILD Membership/Licensure – Your course tuition includes a one-year NILD membership and license. Upon successful completion of the course you will automatically become an NILD member and licensed as an NILD Educational Therapist™ to use the NILD materials and methodology for the ensuing year. Other membership benefits include: 10% discount on all materials purchased from NILD, discounts on NILD Conferences and workshops, free subscription to NILD’s “e-conference” email discussion group, a listing on NILD’s Find-a-Therapist website, and access to many additional benefits on the “members only” page on our website. To remain active as an NILD Educational Therapist, your NILD membership and license will need to be renewed annually.

Graduate Credit – NILD has arranged with Regent University an opportunity for course participants to apply to Regent University’s Master’s of Education Program and obtain graduate credits per course upon successful completion of each of the NILD Courses - Level I (2 credits), II (3 credits), and III (3 credits). The graduate credit application must be completed with Regent University prior to beginning the NILD coursework. For more information, go to <http://www.regent.edu/acad/schedu/masters---idp---ed---therapy/>. *In addition, participants seeking graduate credit must complete the additional requirements for selected assignments. Details are included with each assignment and are specifically designated as the graduate credit requirements.*

Required and Supplemental Resources

A. Students are responsible for acquiring the following books and materials. **The required books and materials need to be obtained before the course begins.** Suppliers are listed for each resource:

- ***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. Available at www.amazon.com.
- ***Mediated Learning: Teaching, Tasks, and Tools to Unlock Cognitive Potential*** (second edition-Mentis, Dunn-Bernstein, and Mentis) <https://www.amazon.com/Mediated-Learning-Teaching-Cognitive-Potential/dp/1412950708>
- ***Assessment in Educational Therapy*** (Marion Marshall) <https://www.amazon.com/Assessment-Educational-Therapy-Marion-Marshall/dp/0367407205>
- **Eureka Tub of Letter Tiles**. Available at Amazon: https://www.amazon.com/Eureka-Tub-Letter-Tiles-176/dp/B000FA6DXS/ref=sr_1_1?ie=UTF8&qid=1491933764&sr=8-1&keywords=Eureka+tub
- **Bloom’s Taxonomy Flip Chart** (for the revised Bloom’s Taxonomy). Available at www.edupressinc.com (Item # E3W-EP729).
- Optional: Teaching Tiles: extra lowercase letter tiles.

B. Available from NILD: The following course materials may be purchased as a package at a discounted price (see Course Application) or items may be individually purchased through NILD’s E-store at <http://estore.nild.org>.

The Level II Course Materials Package includes:

- Mediating Math
- A complete set of 4 Mediating Math Student Workbooks (Supplements to Mediating Math): Number Patterns; Calculation & Estimations; Fractions, Decimals, & Percents; Measurement
- Dictation & Copy Book D
- Memory Cards
- Design Tile Cards
- Exercises & Problems in Arithmetic (green cover)

C. Course Manual: You will be printing the course manual at the beginning of the online coursework. It is very important that you keep your manual organized in a convenient binder. We recommend a 1.5" 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 Blackboard. Students are responsible for the information and materials distributed through Blackboard, and, for on-campus students, in class.

D. Materials to bring to residency: Some of the materials listed above are only used during the online portion of the course. Following are the materials that must be brought with you to the residency portion of the course. You will be using these materials when you practice therapy techniques with other participants and for your therapy demonstration:

- Level I and II Course Manual
- Bloom's Taxonomy Flip Chart
- Moveable Alphabet
- Sounds of Reading
- Design Tiles (cards)
- Design Tile puzzle pieces (plastic)
- Mediating Math
- A complete set of 4 Mediating Math Student Workbooks (Supplements to Mediating Math): Number Patterns; Calculation & Estimations; Fractions, Decimals, & Percents; Measurement
- Exercises & Problems in Arithmetic (green cover)
- Dictation & Copy Book (participant chooses C or D)
- The Blue Book Method: An Associate Key Word Approach
- Phonic Spelling Workbook
- KEYWO
- Sounds of Speech
- Sounds of Reading
- Rhythmic Writing laminated cards
- Buzzer & Morse Code laminated card
- Chalk holder & chalk

Additional materials (e.g., PowerPoint files, quizzes, media, and the like) may be found on Blackboard. Students are responsible for the information and materials distributed through Blackboard and, for on-campus students, in class.

Accommodations for Students with Disabilities

The policy and intent of Regent University is to fully and completely comply with the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and the Americans with Disabilities Amendments Act of 2008, to the extent that they apply to the university. Regent University 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 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. Qualified students must request reasonable accommodations for disabilities through the Disability Services Coordinator in Student Services. http://www.regent.edu/admin/stusrv/student_life/disabilities.cfm

University Policies and Procedures

For information about student records, privacy, and other University policies and procedures, students are directed to the most recent version of the Student Handbook located at <http://www.regent.edu/admin/stusrv/docs/StudentHandbook.pdf>

Distance Learning Course Assignments

Week One: [Read: 1.1-1.3, 1.5-1.7, 1.9-1.11, 1.13-1.15, 1.17-1.19, 1.21-1.23, 1.25-1.27, 1.29-1.31, 1.33-1.35, 1.37-1.39, 1.41-1.43, 1.45-1.47, 1.49-1.51, 1.53-1.55, 1.57-1.59, 1.61-1.63, 1.65-1.67, 1.69-1.71, 1.73-1.75, 1.77-1.79, 1.81-1.83, 1.85-1.87, 1.89-1.91, 1.93-1.95, 1.97-1.99, 2.01-2.03, 2.05-2.07, 2.09-2.11, 2.13-2.15, 2.17-2.19, 2.21-2.23, 2.25-2.27, 2.29-2.31, 2.33-2.35, 2.37-2.39, 2.41-2.43, 2.45-2.47, 2.49-2.51, 2.53-2.55, 2.57-2.59, 2.61-2.63, 2.65-2.67, 2.69-2.71, 2.73-2.75, 2.77-2.79, 2.81-2.83, 2.85-2.87, 2.89-2.91, 2.93-2.95, 2.97-2.99, 3.01-3.03, 3.05-3.07, 3.09-3.11, 3.13-3.15, 3.17-3.19, 3.21-3.23, 3.25-3.27, 3.29-3.31, 3.33-3.35, 3.37-3.39, 3.41-3.43, 3.45-3.47, 3.49-3.51, 3.53-3.55, 3.57-3.59, 3.61-3.63, 3.65-3.67, 3.69-3.71, 3.73-3.75, 3.77-3.79, 3.81-3.83, 3.85-3.87, 3.89-3.91, 3.93-3.95, 3.97-3.99, 4.01-4.03, 4.05-4.07, 4.09-4.11, 4.13-4.15, 4.17-4.19, 4.21-4.23, 4.25-4.27, 4.29-4.31, 4.33-4.35, 4.37-4.39, 4.41-4.43, 4.45-4.47, 4.49-4.51, 4.53-4.55, 4.57-4.59, 4.61-4.63, 4.65-4.67, 4.69-4.71, 4.73-4.75, 4.77-4.79, 4.81-4.83, 4.85-4.87, 4.89-4.91, 4.93-4.95, 4.97-4.99, 5.01-5.03, 5.05-5.07, 5.09-5.11, 5.13-5.15, 5.17-5.19, 5.21-5.23, 5.25-5.27, 5.29-5.31, 5.33-5.35, 5.37-5.39, 5.41-5.43, 5.45-5.47, 5.49-5.51, 5.53-5.55, 5.57-5.59, 5.61-5.63, 5.65-5.67, 5.69-5.71, 5.73-5.75, 5.77-5.79, 5.81-5.83, 5.85-5.87, 5.89-5.91, 5.93-5.95, 5.97-5.99, 6.01-6.03, 6.05-6.07, 6.09-6.11, 6.13-6.15, 6.17-6.19, 6.21-6.23, 6.25-6.27, 6.29-6.31, 6.33-6.35, 6.37-6.39, 6.41-6.43, 6.45-6.47, 6.49-6.51, 6.53-6.55, 6.57-6.59, 6.61-6.63, 6.65-6.67, 6.69-6.71, 6.73-6.75, 6.77-6.79, 6.81-6.83, 6.85-6.87, 6.89-6.91, 6.93-6.95, 6.97-6.99, 7.01-7.03, 7.05-7.07, 7.09-7.11, 7.13-7.15, 7.17-7.19, 7.21-7.23, 7.25-7.27, 7.29-7.31, 7.33-7.35, 7.37-7.39, 7.41-7.43, 7.45-7.47, 7.49-7.51, 7.53-7.55, 7.57-7.59, 7.61-7.63, 7.65-7.67, 7.69-7.71, 7.73-7.75, 7.77-7.79, 7.81-7.83, 7.85-7.87, 7.89-7.91, 7.93-7.95, 7.97-7.99, 8.01-8.03, 8.05-8.07, 8.09-8.11, 8.13-8.15, 8.17-8.19, 8.21-8.23, 8.25-8.27, 8.29-8.31, 8.33-8.35, 8.37-8.39, 8.41-8.43, 8.45-8.47, 8.49-8.51, 8.53-8.55, 8.57-8.59, 8.61-8.63, 8.65-8.67, 8.69-8.71, 8.73-8.75, 8.77-8.79, 8.81-8.83, 8.85-8.87, 8.89-8.91, 8.93-8.95, 8.97-8.99, 9.01-9.03, 9.05-9.07, 9.09-9.11, 9.13-9.15, 9.17-9.19, 9.21-9.23, 9.25-9.27, 9.29-9.31, 9.33-9.35, 9.37-9.39, 9.41-9.43, 9.45-9.47, 9.49-9.51, 9.53-9.55, 9.57-9.59, 9.61-9.63, 9.65-9.67, 9.69-9.71, 9.73-9.75, 9.77-9.79, 9.81-9.83, 9.85-9.87, 9.89-9.91, 9.93-9.95, 9.97-9.99, 10.01-10.03, 10.05-10.07, 10.09-10.11, 10.13-10.15, 10.17-10.19, 10.21-10.23, 10.25-10.27, 10.29-10.31, 10.33-10.35, 10.37-10.39, 10.41-10.43, 10.45-10.47, 10.49-10.51, 10.53-10.55, 10.57-10.59, 10.61-10.63, 10.65-10.67, 10.69-10.71, 10.73-10.75, 10.77-10.79, 10.81-10.83, 10.85-10.87, 10.89-10.91, 10.93-10.95, 10.97-10.99, 11.01-11.03, 11.05-11.07, 11.09-11.11, 11.13-11.15, 11.17-11.19, 11.21-11.23, 11.25-11.27, 11.29-11.31, 11.33-11.35, 11.37-11.39, 11.41-11.43, 11.45-11.47, 11.49-11.51, 11.53-11.55, 11.57-11.59, 11.61-11.63, 11.65-11.67, 11.69-11.71, 11.73-11.75, 11.77-11.79, 11.81-11.83, 11.85-11.87, 11.89-11.91, 11.93-11.95, 11.97-11.99, 12.01-12.03, 12.05-12.07, 12.09-12.11, 12.13-12.15, 12.17-12.19, 12.21-12.23, 12.25-12.27, 12.29-12.31, 12.33-12.35, 12.37-12.39, 12.41-12.43, 12.45-12.47, 12.49-12.51, 12.53-12.55, 12.57-12.59, 12.61-12.63, 12.65-12.67, 12.69-12.71, 12.73-12.75, 12.77-12.79, 12.81-12.83, 12.85-12.87, 12.89-12.91, 12.93-12.95, 12.97-12.99, 13.01-13.03, 13.05-13.07, 13.09-13.11, 13.13-13.15, 13.17-13.19, 13.21-13.23, 13.25-13.27, 13.29-13.31, 13.33-13.35, 13.37-13.39, 13.41-13.43, 13.45-13.47, 13.49-13.51, 13.53-13.55, 13.57-13.59, 13.61-13.63, 13.65-13.67, 13.69-13.71, 13.73-13.75, 13.77-13.79, 13.81-13.83, 13.85-13.87, 13.89-13.91, 13.93-13.95, 13.97-13.99, 14.01-14.03, 14.05-14.07, 14.09-14.11, 14.13-14.15, 14.17-14.19, 14.21-14.23, 14.25-14.27, 14.29-14.31, 14.33-14.35, 14.37-14.39, 14.41-14.43, 14.45-14.47, 14.49-14.51, 14.53-14.55, 14.57-14.59, 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