



**Mission Statement:**

To develop and implement instructional strategies for training educators to cognitively modify students to become more effective learners.

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**SECTION 1: COURSE OVERVIEW**

**TEACHING HOW TO LEARN: DEVELOPING COGNITIVE COMPETENCIES LEVEL III**

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

Phone: (757)423-8646

Email: info@nild.org

**Communications Policy**

The best method to contact NILD is via email.

**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).

**Theme Scripture: Romans**

**12:2**

“Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is – His good, pleasing and perfect will.” (NASB)

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## SECTION 2: COURSE REQUIREMENTS

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### 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 five core techniques according to the tenets of Cognitive Functions.
2. **Demonstrate** competency in the NILD Educational Therapy techniques while providing student-specific intervention for learning deficits.
3. **Implement** language competencies for student development of reading comprehension and written expression.
4. **Incorporate** cognitive function in conjunction with NILD Educational Therapy™ techniques.
5. **Determine** student cognitive functions and dysfunctions through diagnostic and prescriptive competency data.
6. **Refine** questioning skills to stimulate oral language.
7. **Scaffold** the skills of pacing, transition, and application of mediated learning to build competence and confidence for student learning.
8. **Articulate** the theoretical constructs that underlie NILD Educational Therapy™.

### Course Procedures

*Attendance and Participation* – Full participation in all activities and assignments is expected including: attendance at all residency week classes.

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.

Residency(classroom)coursework(Monday-Thursday, 8:00am-5:00pm; Friday 8am-noon))\* unless in a virtual residency.

- 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 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 the online portion and daily for the 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) --- 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 Licensure* – Your course tuition includes a one-year NILD license. Upon successful completion of the course you will automatically become licensed as an NILD Educational Therapist™ to use the NILD materials and methodology for the ensuing year. Other licensure benefits include: 10% discount on all materials purchased from NILD, discounts on NILD Conferences and workshops, free subscription to NILD's "professional learning community" email discussion group, and a listing on NILD's Find-a-Therapist website. To remain active as an NILD Educational Therapist, your NILD license must be renewed annually.

## Required and Supplemental Resources

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

- **Mediated Learning, Teaching, Tasks, and Tools to Unlock Cognitive Potential**, 2<sup>nd</sup> Edition (2008). Mentis & Dunn-Bernstein. Corwin Press. ISBN: 978-1-4129-5070-1 Available at [www.amazon.com](http://www.amazon.com).
- **Wordly Wise 3000 Student Book 6**, 3<sup>rd</sup> Edition. Item# 7606 available at <http://eps.schoolspecialty.com>.
- **Analogies 1**. Arthur Liebman. Item# 2225-W1 available at: <http://eps.schoolspecialty.com>.
- **Analogies 2**. Arthur Liebman. Item# 2227-W1 available at: <http://eps.schoolspecialty.com>.
- **Rules of the Game 2**. Item # 2239-W1 available at: <http://eps.schoolspecialty.com>.
- **Rules of the Game 2 Answer Key**. Item # 2240-W1 available at: <http://eps.schoolspecialty.com>.

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 <https://nild.mypinnaclecart.com/>

**The Level III Course Materials Package** includes:

- Gray Matter Guide: Educator
- Gray Matter Guide: Student
- SOAR 1
- SOAR 2
- SOAR 3
- Anchor Word Booklet
- Anchor Cards
- Anchors Away Decks 1 & 2
- Anchor Bingo Cards
- Sound Box
- Lesson Plans (digital)
- *Exercises and Problems in Arithmetic* (red cover)
- Tangrams

C. **Course Manual:** You will be printing 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 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 Blackbaud. Students are responsible for the information and materials distributed through Blackbaud, 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:

- **Course Manual (Level 2 and Level 3)**
- **Mediated Learning, Teaching, Tasks, and Tools to Unlock Cognitive Potential**, 2<sup>nd</sup> Edition (2008).
- **Wordly Wise 3000 Student Book 6**, 3<sup>rd</sup> Edition.
- **Analogies 1.**
- **Analogies 2.**
- **Rules of the Game 2**
- *Gray Matter Guide: Educator*
- *Gray Matter Guide: Student*

- SOAR 1
- SOAR 2
- SOAR 3
- Anchor Word Booklet
- Anchor Cards
- Anchors Away Decks 1 & 2
- Anchor Bingo Cards
- Sound Box
- Lesson Plans (digital)
- Exercises and Problems in Arithmetic (red cover)
- Tangrams
- Chalkholder & chalk
- *Exercises & Problems in Arithmetic* (red cover)

### **Method of Evaluating Student Performance**

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:

- Distance Assignments – 35%
- Theoretical Constructs (research project) – 15%
- Class Participation – 10%
- Technique Proficiency – 40%

Distance assignments: There are five papers, three additional assignments, and four Knowledge Surveys. The “Class Participation” grade consists of Discussion Board participation and residency participation. Grades are determined using a scale of 0 – 100 for each assignment. The instructor will record participant’s grades in the Blackbaud 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 Blackbaud at any time during the course. (Please note: grades are required to be inputted into the Blackbaud grade center for all participants regardless of whether they are seeking graduate credit or not. Grades for the Knowledge Surveys are automatically entered by Blackbaud and the course instructor manually enters in Blackbaud grades for all other assignments.)

#### **Distance Assignments – 35%**

- Promoting Diversity and Excellence (week 1) – 6% (100 points)
- Theoretical Constructs Research Draft (Week 1) – 6% (100 points)
- Student Success Plan with Partner (week 2)-7% (100 points)
- Morpheme Paper (week 3) – 6% (100 points)
- Math Reflection paper (week 4) - 6% (100 points)
- Weekly Knowledge Surveys (4 total, 1% each) – (100 points each)

**Theoretical Constructs Research Project (100 points) – 15%**

**Technique proficiency (100 points) – 40%**

**Class Participation – 10%** (Discussion Board participation 100 points / 5%; Residency participation 100 points / 5%)

## Grading Scale

Grade	Percentage Score Range	Quality Points	Rationale & Meaning of Grade
A	97---100%	4.00	Superior work in all areas as indicated in the professor's written expectations. Exemplary performance, participation, creativity, and writing.
A-	93---96%	3.67	Excellent work overall, but may be lacking in relation to some aspect of the professor's expectations. Excellent content in writing assignments.
B+	89---92%	3.33	Good work in most areas, minor deficiency in relation to the professor's expectations regarding content, standard writing style, or procedures. Good content, but lacking in some areas.
B	85---88%	3.00	Good work in most areas, minor deficiency in relation to the professor's expectations regarding content, standard writing style, or procedures. Attention to detail may have significantly improved the project.
B-	81---84%	2.67	Fair work in most areas: serious disregard of assignment specifications or standard writing and style procedures. Attention to written instructions may have significantly improved the project.
C+	77---80%	2.33	Passing work but in serious need of improvement in many areas, especially in regard to form, content and professor's expectations.
C	73---76%	2.00	Passing work, but in serious need of improvement in many areas, especially in regard to form, content, and assignment specifications; below professional quality standards.
F	<73%	0	Failing; minimal conformity to professor's expectations; not master's quality work; requires repeat of the course and meeting with the professor and advisor.

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## SECTION 3: POLICIES & PROCEDURES

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This section covers policies related to academic integrity, accommodations, and policies and procedures.

### **Christian Foundations of Academic Integrity**

*Biblical.* NILDaffirms the Biblical commandment of “Thou shalt not steal” (Exodus 20:15). In the context of academic integrity, this must be understood in the larger framework of “Love thy

neighbor as thyself" (Matthew 22:39) as well as "Render therefore unto Caesar what are Caesar's; and unto God what are God's" (Matthew 22:21). Paul writes from this framework of love and respect when he says, "Pay to all what is owed them: taxes to whom taxes are owed, revenue to whom revenue is owed, respect to whom respect is owed, honor to whom honor is owed" (Romans 13:7). Each of these passages conveys the social obligation to respect the dignity of both the personhood and the property of those in society. Paul thus prescribes the Biblical standard of honest, hard work as a key to respecting each other's personhood and property. In his letter to the Ephesians, Paul even provides counsel to those who have committed theft, stating, "Let him labor, doing honest work with his own hands, so that he may have something to share with anyone in need" (4:28). As such, the God of the Bible mandates a higher life than the world requires, a life in which Christians participate in the love and dignity God holds for himself as Father, Son, and Spirit. Indeed, even as Christ honors and acknowledges the will of his Father and the works of his Spirit, so should Christians honor and acknowledge the wills and works of those that provide opportunities to edify their minds and hearts with the knowledge and wisdom of sound scholarship. In doing so, Christians follow the Biblical precept of integrity that is founded on love and respect and enables them to learn both from one another and those outside the faith.

*Philosophical.* NILD also affirms the necessity of recognizing the classical virtues when deriving a foundation for academic integrity, particularly the virtue of diligence. The virtues dictate that researchers should consider morality first. In other words, one's sense of expediency must always follow from that which is right, not from that which is convenient. Cicero comments that, in order to act morally, individuals must act in a manner that prevents themselves from being placed in a position where they must choose between convenience and morality, or, stated differently, into a position where they "consider one thing to be right but not expedient, and another to be expedient but not right" (102). The virtues, therefore, require diligence in order to act morally upright – diligence to plan ahead, diligence to rationally consider the context of the moral situation, and diligence to act Biblically not just ethically. For that which is ethical to the world is never necessarily moral before Christ. (Cicero, Marcus Tullius. *On Moral Obligations*. Trans. John Higginbotham. London: Faber and Faber LTD, 1967. Print.)

*Legal.* Finally, NILD affirms the necessity of equipping students for the reality of functioning within a society bound by laws, including copyright laws. Paul speaks clearly about a Christian's responsibility to abide by the laws of the land. He concludes that authority is ultimately from God, so believers must work within that God-ordained system (Romans 13). Thus, in mastering the art and science of proper attribution of sources, students are participating in the Biblical tradition of exhibiting reverence for the divine institute of law as well as giving honor where honor is due.

### **Accommodations for Students with Disabilities**

The policy and intent of NILD 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. NILD 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.

## LEVEL III ONLINE COURSE ASSIGNMENTS

10-15 hours per week (non-graduate credit)

### WEEK 1

#### The Brain & Learning

<p><b>STUDY:</b></p>	<p><i>Voice over Power Point Lectures &amp; PDF handouts and Video Vignettes:</i></p>	<ul style="list-style-type: none"> <li>• The Amazing Brain</li> <li>• Motivating the Diverse Learner</li> <li>• First Year Student Therapy Demo Video</li> <li>• NILD Cognitive Literacy Triangulation</li> </ul>
<p><b>ASSIGNMENTS:</b></p>	<p><b>READ</b> article by Zaretta Hammond: <i>Integrating the Science of Learning and Culturally Responsive Practice</i>.  <a href="https://www.aft.org/ae/summer2021/hammond">https://www.aft.org/ae/summer2021/hammond</a></p> <p><b>Theoretical Constructs Research Project</b></p>	<p>Sometimes there is a belief that a commitment to diversity conflicts with a commitment to excellence. After listening to this week's lecture on Motivating the Diverse Learner and reading Zaretta Hammond's article, explain how you would promote diversity and excellence within your educational therapy sessions. Provide two or three examples in your 250-300 word paper. <b><u>This paper is due at the end of Week One online.</u></b></p> <p>Begin researching three theorists--Piaget, Vygotsky, and Feuerstein. During your research, you will want to identify the three theorists' similarities and differences. Select ONE theorist to focus upon which to focus more in-depth. Submit a rough draft (3-5 page paper) of your research to your instructor <b><u>on or before the end of week 4</u></b> of the online portion of this course (bulleted/outline form is acceptable and include the reasons you selected him). During residency week you will be assigned a group to prepare a presentation of the theorist you selected. This will be your final assignment. There will be no final formal paper but you will need to bring the data (including your rough draft) you have collected on the theorist to contribute to the group presentation.</p> <p>Complete the Discussion Board assignment pertaining <i>Our Amazing Brain Lecture</i>. (see below)</p>





	<p><b>KNOWLEDGE SURVEY</b></p> <p><b>DISCUSSION BOARD</b></p>	<p>Complete Week 2 Knowledge Survey</p> <p>Identify one cognitive function that can be developed through Proverbs and a different cognitive function that can be developed through Analogies; discuss how you would mediate the development of these thinking actions in a post of 200-300 words. Please include citations from your assigned reading or other peer-reviewed sources. Properly formatted references should be provided at the end of your post. Then comment on at least 2 of your colleagues' posts with replies of at least 100 words, considering what you have learned from this week's lectures and readings.</p>	
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**WEEK 3**

**Reading**

<p><b>STUDY:</b></p> <p><i>Voice over Power Point Lectures &amp; PDF handouts and</i></p>	<p><i>READ pages 38-39, 98-102, 363-375, and 540-553 in <i>Multisensory Teaching in Basic Language Skills</i> by Birsh &amp; Carreker.</i></p> <p><i>READ Research Articles on NILD Educational Therapy articles (<a href="#">Manual Theory Section</a>)</i></p> <p><i><b>Theoretical Constructs Research Project</b></i></p>	<ul style="list-style-type: none"> <li>• Educational Theorist Lecture</li> <li>• Gray Matter Cognitive Literacy: Research &amp; Rationale Lecture</li> <li>• Gray Matter Cognitive Literacy: Perspectives Lecture</li> <li>• Morphology Lecture</li> </ul> <p>Write a 250-500 word paper in which you describe a lesson with a student that engages the use of morphemes. Due date for this paper is the <u>end of online Week 3</u>.</p> <ul style="list-style-type: none"> <li>• "Questioning: Vygotsky's Social Development Theory" by Joni Hanna, M.Ed</li> <li>• "Theories of Learning: Implications for Teaching" by Janet Lerner &amp; Beverly Johns</li> </ul> <p>Begin researching three theorists: Piaget, Vygotsky, and Feuerstein. Identify similarities in their theories as well as differences. Submit a rough draft of your research to your instructor on or before the <b>end of Week 4</b> of the online portion of this course. Compare and contrast their theories in this written assignment, then select ONE upon which to focus more in-depth study. Include the name of the theorist you wish to focus upon at the end of your rough draft 3-5 page paper (bulleted/outline form is acceptable) and the reasons you selected him. At residency week you will be assigned to a group to prepare a presentation of the theorist you selected. This will be your final assignment. There will be no formal paper, but you will need to bring the data &amp; rough draft on the theorist to contribute to the group presentation.</p>	
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	<p><b>KNOWLEDGE SURVEY</b></p> <p><b>DISCUSSION BOARD</b></p>	<p>Complete Week 3 Knowledge Survey</p> <p>Explain a new thought that you had while listening to the lecture on morphemes and share with your colleagues ways you will use morphology in a post of 200-300 words Please add citations from your assigned reading or other peer-reviewed sources. Properly formatted references should be provided at the end of your post. You will then want to comment on at least 2 of your colleagues' posts with replies of at least 100 words, considering what was read for this week.</p>	
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**WEEK 4**

**Math**

<p><b>STUDY:</b></p> <p><b>ASSIGNMENTS:</b></p>	<p><i>Voice over Power Point Lectures &amp; PDF handouts and Video Vignettes:</i></p> <p><b>READ</b> <i>Math Block: A Strong Conceptual Foundation for Mathematical Reasoning</i> by Sue Hutchison, Ed. D. (<a href="#">Manual Theory Section</a>)</p> <p><b>READ article</b> by Jo Boaler, <i>Ability and Mathematics: the mindset revolution that is reshaping education</i> (<a href="#">Manual Theory Section</a>)</p> <p><b>READ</b> Chapter 13, pages 501-530 in <i>Multisensory Teaching in Basic Language Skills</i> by Birsch &amp; Carreker.</p> <p><b>READ Research Articles on NILD Educational Therapy</b> (<a href="#">Manual Theory Section</a>)</p>	<ul style="list-style-type: none"> <li>• Mediating Math – The Cognitive Domain Lecture</li> <li>• Tangrams Video Vignette</li> </ul> <p>A. Watch the Tangrams demonstration and complete the therapy observation form while observing this technique.</p> <p>B. Practice this technique with a student and write down any questions you may have to be discussed during residency week.</p> <p>Write a 250-350 word reflection paper on how you will change or add elements of quantity, counting, and language into your Math Block.</p> <p><b>Due by the end of week 4 <u>online</u>.</b></p> <ul style="list-style-type: none"> <li>• “A Study on the Effect of Interactive Language in the Stimulation of Cognitive Functions for Students with Learning Disabilities” by Kathy Hopkins, Ed.D.</li> <li>• “Effects of National Institute for Learning Development Educational Therapy for Students with Learning Differences” by Kathy Keafer, Ed.D.</li> <li>• "Pythagoras and Tangrams," by Vesta Gillette, M. Ed.</li> </ul> <p>Complete Week 4 Knowledge Survey.</p>	
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	<p><b>DISCUSSION BOARD</b></p> <p><b>Assignments due at end of Week 4 that were assigned in prior weeks.</b></p> <p><b><u>Assignments to complete and bring to Residency Week</u></b></p>	<p>Give specific examples of how you can develop the cognitive function of self-regulation in Math Block. Please include citations from this week's assigned reading or other peer-reviewed sources. Properly formatted references should be provided at the end of your post. You will then want to comment on a least two of your colleagues' posts with replies of at least 100 words, considering what was read for this week.</p> <ul style="list-style-type: none"> <li>• Theoretical Constructs 3-5 page rough draft assigned in Week 1 online.</li>   <li>• Final draft of <i>Theoretical Constructs Research</i> paper</li> </ul> <p><b>Completed Observations Forms</b></p> <ul style="list-style-type: none"> <li>○ Proverbs and Analogies observation form assigned in Week 2</li> <li>○ Tangrams observation form assigned in Week 4</li> </ul>	
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