Course Materials	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: ● *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 . ● *Multisensory Teaching of Basic Language Skills*, 4th Edition (2018). Birsh, J. R. & Carreker, S. PaulBrookes Publishing Company. ISBN: 978-1681252261www.amazon.com ● *Multisensory Teaching of Basic Language Skills*, 4th Edition (2018). Birsh, J. R. & Carreker, S. PaulBrookes Publishing Company. ISBN: 978-1681252261www.amazon.com ● *Let's Read* (Books 3 – 5). ISBN: 083885302X; 083885303X; 083885304X. Available at Educators Publishing Services online store: http://eps.schoolspecialty.com/products/details.cfm?seriesonly=5300M. ● *How to Spell Workbooks 2 & 3* (1986). Laura Toby Rudginsky and Elizabeth C. Haskel, Educators Pub Service. ISBN: 9780838818503 & 9780838818527. Available at www.amazon.com. ● **Lauri Toys Alphabet Avalanche:** set of 500 crepe rubber letters; item #2344; available at www.patchproducts.com ● **Writing Frame:** SKU: 978-0-7367-4937-4. Available from Zaner-Bloser at https://shop.zaner-bloser.com/shop/products/28136/zaner- bloser-handwriting-writing-frame

Available from NILD: The following course materials may be purchased as a package at a specially discounted price or items can be individually purchased through NILD's E-store: http://estore.nild.org.

The Level I Course Materials Package includes:

- *The Blue Book Method: An Associate Key Word Approach*
- *Phonic Spelling Workbook*
- *Student Reference Sheets & Writing Exercises*
- *Teacher's Word List*
- Blue Book CD #1
- KEYWO
- *Sounds of Speech*
- *Sounds of Reading*
- *Sounds of Language*
- Rhythmic Writing & Morse Code laminated cards
- Chalkholder & chalk
- Buzzer
- Square Puzzles (cards)
- Tiles (plastic puzzle pieces)
- *A Work of His Grace* by Grace Mutzabaugh, NILD Founder
- Dictation and Copy, Book C
- Listen Carefully

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

Revised: 3-17-20

Intended Learning Outcomes	This course will equip the beginning educational therapist with the tools used to identify and assess students' learning needs, and prepare the beginning educational therapist to create and implement individual educational therapy plans utilizing the NILD techniques specific to the educational goals for individual students.
	Upon completion of this course, students should be able to:

1. **Demonstrate** fundamental understanding of NILD philosophy and methodology.
2. **Describe** NILD's comprehensive approach of intervention that develops learning through perception, academics, cognition, and emotions.
3. **Identify** the differences between NILD methodology and tutoring.
4. **Evaluate** how improving cognitive functioning can impact reading, math, and spelling.
5. **Analyze** learning challenges to efficiently apply specific tools to develop and enhance thinking skills.
6. **Identif**y the components for an effective intervention program based on the NILD Educational Therapy™ techniques.
7. **Determine** future intervention based on cognitive, academic, perceptual, and emotional functioning data.
8. **Outline** the importance of literacy skills in the areas of phonemic awareness, phonics, and syllabication for reading acquisition.

Key Performance Indicators	**This course contributes to the fulfillment of the following NILD program goals:**
	
	1. To provide initial understanding of introductory techniques
	2. To develop introductory level competency implementing the 5 core techniques
	3. To build an initial awareness of NILD philosophy
	4. To provide exposure to the characteristics of language-based learning disorders
	5. To give introductory understanding of testing including:
	    1. WJ-ACH IV and WISC-V
	    2. Initial Testing - informal and formal assessment
	    3. Annual testing process, purpose, and reporting
	
	6. To provide an initial understanding of how NILD Educational Therapy techniques can develop cognition, perception, academics, and emotional development
	7. To provide an initial understanding of how reading, math, and spelling can be used to stimulate thinking
	8. To provide direction for setting up a beginning program and understanding its initial relationships with home, school and NILD
	
	9. To demonstrate NILD program efficacy and align NILD's Educational Therapy method with evidence-based, research-informed best practices
	
	10. To introduce theories of learning to guide diagnostic and prescriptive mediation for enhancing students' thinking and learning

Instructional and Learning Methods	The online course will include various types of instructional and learning activities. Learning content will be facilitated using these instructional methods: ☐ individualized and cooperative participation ☐ reading from texts and other provided material ☐ directed discussions of assigned text ☐ graduate-level writing, using APA formatting

Method of Evaluating Student Performance	The final grade for the course will reflect mastery of course content and quality of thought expressed. The final grades for the course are divided into five categories:

- Online Assignments – 40%
- Course Participation – 20%
- Testing Assignment – 5%
- Therapy Demonstration – 15%
- Final Assignments - 20%

There are five Distance Assignments that are graded and the Course Participation grade consists of Discussion forum participation and Residency Participation (see below).

Grades are determined using a scale of 0 – 100 for each assignment. The instructor will record participant's grades in the MyFire 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 MyFire at any time during the course.

Online Assignments – 40%

- *Learning Disabilities and Challenging Behaviors* **reaction paper Week 1** - 8% (100 points)
- **Annotated Bibliography (100 points) – 8%**
- Knowledge Survey Week 1 – 6% (100 points)
- Knowledge Survey Week 2 - 6% (100 points)
- Knowledge Survey Week 3 – 6% (100 points)
- Knowledge Survey Week 4 – 6% (100 points)

Course Participation – 20%
(each of the following counts towards 10% of final grade)

- Online participation/engagement (100 points)
- Residency participation/engagement (100 points)

Testing Assignment – 5% (100 points)

Therapy Demonstration – 15% (100 points)

Final Assignment (*A Work of His Grace* paper) – 15% (100 points)

Action Research Paper – *5% (100 points)*

Section 2. Course Policies

<table>
<tr>
<td>Grading Scale</td>
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The university's general grading scale is provided in the Academic Policies and Procedures section of the <u>Southeastern University Catalog.</u> All online courses use the following scale:

A	=	94 – 100%
A-	=	90 – 93%
B+	=	87 – 89%
B	=	84 – 86%
B-	=	80 – 83%
C+	=	77 – 79%
C	=	74 – 76%
C-	=	70 – 73%
D+	=	67 – 69%
D	=	64 – 66%
D-	=	60 - 63%
F	=	0 – 59%

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<tr>
<td>Late Work</td>
<td>None Accepted. In order to receive full credit, assignments are due according to the date and time set by the professor. After that the professor is under no obligation to award any credit to the student for the assignment.</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>None Accepted.</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Students are required to login regularly to the online course. The instructor will monitor student activity and participation through MyFIRE. Students are also required to participate in all class activities such as discussion forum posts and responses, chat, or conference sessions.</td>
</tr>
<tr>
<td>Official Email</td>
<td>You are expected to check your SEU webmail account at least once each day during the course term. All written correspondence between professor and student must be handled through the SEU email server.</td>
</tr>
<tr>
<td>MyFire Use</td>
<td>

Please, make it a habit to always check your MyFIRE account as messages, assignments, grades, and other important related materials may be posted. It is the student's responsibility to check points and notify your instructor if you have questions.

DO NOT WAIT UNTIL THE LAST WEEK OF CLASS TO DO THIS!

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Technical Difficulties	Southeastern University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents students from completing a time-sensitive activity or assessment, students should report any problems to the instructor and also contact the 24x7 MyFIRE Support online via the link provided within each course. The instructor and/or support staff members will respond to the student's request within 24 hours. Be sure your computer system complies with all Technical Requirements listed in the course. Technical Support: □ Phone: (800) 985-9781 □ Email: support@learninghouse.com
Disability Statement	Southeastern University is committed to the provision of reasonable accommodations for all students with learning and/or physical disabilities, as defined in Section 504 of the Rehabilitation Act of 1973 and with the American with Disabilities Act (ADA) of 1990. This legislation guarantees educational rights for the physically and learning disabled. Students with medical diagnoses which qualify them for accommodations must contact the SEU Office of Academic Success at 863-667-5041 or email pscrosby@seu.edu. Once medical documentation is provided and a confidential consultation is completed, the student will then be responsible to provide the Director of Academic Success with a list of his or her current online professors and their emails. **Contact with the Office of Academic Success is mandatory for each new semester.** For more information, visit the SEU Students with Disabilities page on our website.

Academic Honesty	Plagiarism is considered a serious academic offense at Southeastern. It undermines the educational process and, when done intentionally, violates the integrity of the community.
	
	Plagiarism occurs when a writer uses someone else's language, ideas, or other original material without acknowledging its source.*
	
	Plagiarism includes unattributed use of any source, in any medium, published or unpublished.
	
	Some examples of plagiarism include:
	
	  □ Quoting or paraphrasing material without attributing it to its source
	  □ Copying segments from the work of others without giving proper credit
	  □ Submitting as original work written entirely by someone else
	
	Widely known facts do not require citation and do not count as plagiarism so long as they are communicated in the writer's own words. Ideas and observations original to the writer also do not require citation.
	
	Work already submitted for a grade in another course may not be resubmitted unless the professor specifically states otherwise.
	
	For more information, visit the SEU Plagiarism page on our website.

Netiquette	**General Rules of Netiquette:**
	☐ Make your messages easier to read by making your paragraphs short and to the point.
	☐ DO NOT SHOUT BY TYPING IN ALL CAPS.
	☐ Utilize humor in appropriate forms. Avoid hostile, abusive, libelous, or rude comments. No vulgar, sexist, racist, biased, or other objectionable language will be tolerated.
	☐ Reinforce others in the course (i.e., "Good presentation!" or "Thanks for the feedback." etc.). Valid critique is acceptably expressed in the form of thoughtful alternatives. Do not insult or "flame" others.
	☐ Think twice and send once. The old carpenter adage to measure twice and cut once holds great value here. Once you send something not well-thought out you will find it difficult and time-consuming to recover. Think about what you want the group and the professor to think about you.
	☐ Use spell-check and grammar-check. The little errors commonly accepted in email or text-messaging with friends and family are distracting and inappropriate in a college discussion forum.
	☐ In an online discussion forum, debate is welcome, but be tactful in responding to others. Remember that there's a person (or a whole class) at the receiving end of your post.
	☐ If you quote a previous post (by using the reply function for example), quote only enough to make your own point.
	☐ If you want to get in touch with only one person in the class, send a message to that individual's e-mail address, not to the entire discussion list.
	Basic courtesy goes a long way to a good online experience. Respond politely and promptly, be patient and expect that differences in knowledge, experience, and background may take extra effort to succeed in the communication portion of the course. Value differences, ask clarifying questions, and do not focus on confrontation. Utilize prayer and biblical relationship principals as needed. Involve the instructor when appeal to community leadership is needed.

Section 3. Course Procedures

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 Coursework (Monday-Thursday, 8:00am-5pm; Friday 8am-noon at designated location)

- Work with a partner practicing and refining NILD Educational Therapy techniques.
- Complete evening assignments.
- Complete the final course assignment.

NILD Level I Job-embedded Coaching (Ten total one-hour sessions with nine in-person and one asynchronous session from August – May)

The NILD Level 1 training includes job-embedded coaching. Following participation in all of the job-embedded coaching sessions and at the discretion of the NILD instructor, participants will have successfully completed the requirements to be considered an NILD intern Educational Therapist. Attendance at all job-embedded coaching sessions is a requirement for course completion and licensure. Participants may not miss more than two live training sessions. Any sessions missed must be viewed as archival recordings and competency in that area must be demonstrated through an instructor directed assignment.

NILD Level I Job-embedded Coaching Schedule:

Month	Topic	Date	Time
August	Business - how to market, get students, talk to schools	*To be determined by instructor*	*To be determined by instructor*
September	Technique Reviews – Introduce Listen Carefully MTBLS ch 11: "Multi-Modal Handwriting Instruction for Pencil and Technology Tools" pg 435-460		
October	Pacing and transitions		
November	Reading comprehension MTBLS ch 9: "Teaching Reading: Accurate Decoding" pg 338-378		
December	Math Block and enhancing Educational Therapists' math skills MTBLS ch 13: "Math Learning Disabilities" pages 501-530 (This is a re-reading of this chapter which was also required in week 4 of online coursework.)		
January	Mediated Learning		
February	Non-cognitive factors		
March	Testing, progress monitoring, review initial testing MTBLS ch 7: "Assessment of Reading Skills" pg 258- 285		
April	Report writing and communicating student progress with teachers and parents		
May	Email summary		