

NATIONAL INSTITUTE FOR LEARNING DEVELOPMENT

INSTRUCTIONAL METHODS FOR STUDENTS WITH LEARNING NEEDS

2009 Level II Distance 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 improvement of academic cognitive skills
- C. ***Program Development*** - Guidelines for establishment of administrative policies and procedures, suggestions for teacher and parent in-services, and considerations for program expansion and validation
- 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 educational 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. TECHNOLOGY REQUIREMENTS

NILD has partnered with **Knowledge Elements** to develop this course in an online format, offering a qualified faculty, flexible scheduling, the user-friendly appeal of consistent course formats, and reliable and easily accessible web-based interface. This is a distance learning class combining six weeks of online interaction and assignment submission, one residency week of classroom instruction, and two post-residency assignments. Throughout the course, participants must have a valid email

account where they can receive initial registration information, internet access, and a functioning web browser. We strongly recommend that you use a high-speed internet connection. **A dial-up connection is not recommended for this course.**

If you have never taken a distance course before and are unsure if this format is right for you, please complete the brief assessment found at www.knowledgeelements.com/assessment.php.

IV. COURSE RESOURCES

A. To be obtained by participant:

1. *Speech to Print*
2. *Endangered Minds*
3. *Learning Disabilities and Related Mild Disabilities*
4. *Sounds of Speech* and *Sounds of Reading*
5. *NILD Level I Manual* (1999 Ed.)
6. *Mediating Math*

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

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

V. 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 *Endangered Minds* as assigned, and 3) videotape a therapy student in a full-length session and submit a Self-Critique of the session by Week 2 of the on-line course. (See **Course Information** for details.)

- C. **Course Activities:** Full participation in all activities and assignments is required, as is attendance at all sessions.

Distance weeks:

- Review Level I techniques
- Complete weekly activities and assignments
- Read texts as assigned
- Review *Blue Book* and complete related assignments
- Submit assignments on time and contribute to online forum discussions weekly
- Complete and submit video self-critique

Residency week:

- Read the Level II manual in its entirety
- Work with a partner in practicing NILD Educational Therapy® techniques
- Complete the testing assignment
- Demonstrate Level I technique competency

Post-residency (all work due three weeks from the last day of the residency week):

- Complete the final course assignment
- Submit a 40-minute video demonstrating the Level II techniques

VI. 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/Completing Response Paper</i>	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
Residency week	35 hours
Final Assignment	4 hours

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%

VII. SELECTED BIBLIOGRAPHY

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