

National Institute for Learning Development

Teaching How to Learn

Level I Distance Course Syllabus

I. COURSE DESCRIPTION

This course develops the concept of training the "how to learn" systems with particular application to NILD Educational Therapy settings. Three learning components are addressed:

- A. **Philosophy** - The underlying premises of NILD instruction are the educability of intelligence and the theoretical position that every learner can improve intellectual functioning.
- B. **Assessment** – A combination of psychological and educational assessments reveal patterns of cognitive strengths and weaknesses. Informal tests are also used to support and clarify student profiles.
- C. **Intervention** – Specific intervention is designed to address particular learning needs with the intention of targeting and developing areas of cognitive vulnerability.

II. COURSE OBJECTIVES

- A. **General:** Successful completion of this course will equip the educational therapist/intern to identify and assess student needs and utilize NILD techniques to enable students to succeed in the classroom and in life.
- B. **Specific:** Upon completion of this course, the educational therapist/intern will be able to:
 - 1. Demonstrate an understanding of NILD philosophy
 - 2. Demonstrate an understanding of the characteristics of learning difficulties
 - 3. Demonstrate an understanding of how learning weaknesses impact classroom performance and behavior
 - 4. Explain the differences between NILD methodology and tutoring
 - 5. Understand how reading, math and spelling can be used as tools to help develop cognitive functioning
 - 6. Interpret a battery of tests, both educational and psychological
 - 7. Design and implement an educational therapy program according to the vulnerabilities determined by formal assessment
 - 8. Demonstrate a working knowledge of twelve introductory NILD techniques
 - 9. Understand annual testing procedures
 - 10. Establish a beginning program within a school or independent setting

III. TECHNOLOGY REQUIREMENTS through Regent University

Using the latest version of Blackboard, online students access and download course materials, submit assignments, and interact with instructors and fellow students. This is a distance learning class combining six weeks of online interaction and assignments, 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, high-speed internet access, and a functioning web browser.

IV. COURSE RESOURCES

A. *To be obtained by participants:*

1. *Speech to Print*, Louisa Cook Moats, Ed.D. Paul H. Brookes Publishing Company (Used for all three levels of NILD training)
2. *Learning Disabilities and Related Mild Disabilities: Characteristics, Teaching Strategies and New Directions*, Janet Lerner with Beverly Johns, Cengage Learning (Used for all three levels of NILD training)
3. *Teaching With the Brain in Mind*, Eric Jensen, ASCD Publishing
4. *Blue Book Packet* (the *Blue Book*, *KEYWO*, *Phonic Spelling Workbook*, *Sounds of Speech*, *Blue Book CD*, *Teacher's Word List* and *Student Reference Sheets*)

B. *To be purchased and brought to course:*

<i>Materials</i>	<i>Supplier</i>
<i>Getting the Main Idea</i> (Book F)	SRA –Specific Skills Series www.sraonline.com
Let's Read (Book 4)	Educators Pub. www.epsbooks.com
How to Spell (Book 3)	
How to Teach Spelling	
Listen My Children	PRO-ED www.proedinc.com
Mini Avalanche Foam Letters	Lauri www.lauritoys.com

C. *Provided by NILD at the course site (included in tuition)*

1. *NILD Level I Manual*
2. Forms
3. Pegboard and pegs
4. Pythagoras puzzles w/pieces
5. Body Image puzzles
6. Square puzzles with tiles
7. Buzzer
8. Rhythmic Writing/Morse Code Cards
9. A Work of His Grace, NILD story
10. Chalk holder and chalk

V. COURSE REQUIREMENTS

- A. **Prerequisite:** Bachelor's degree, preferably in education or related field
- B. **Pre-Course Preparation:** Prior to attending the course: 1) observe a live or recorded NILD Educational Therapy® session, 2) read *Teaching with the Brain in Mind* as assigned and prepare reflection paper for submission the first week of distance learning
- C. **Course Activities:** Full participation in all activities and assignments is required, as is attendance at all sessions.

Distance weeks:

- Complete weekly activities and assignments
- Read texts as assigned
- Memorize the *Blue Book* and complete related assignments
- Submit assignments on time and contribute to online forum discussions weekly

Residency week:

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

Post-residency (all work due three weeks post the last day of the residency course):

- Complete the final course assignment
- Submit a 40-minute video demonstrating the 5 core techniques

VI. COURSE WORKLOAD

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

Pre-course work	4 hours
Weekly activities (distance-based)	4-6 hours per week
Residency week	35 hours
Final Assignment	5 hours

VII. COURSE EVALUATION

Pre-course assignments	5%
<i>Speech to Print</i> assignments	5%
Knowledge Surveys	10%
Testing assignment	15%
Class participation	15% (includes weekly postings on forum discussion board)
Final assignment	20%
Video Technique demo	30%

VII. SELECTED BIBLIOGRAPHY

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