

# NATIONAL INSTITUTE FOR LEARNING DEVELOPMENT

## Teaching How to Learn

### 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 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 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 participant:**

1. *Endangered Minds*, Jane Healy, Simon and Schuster
2. *Speech to Print* (From Level I training)
3. Janet Lerner's *Learning Disabilities and Related Mild Disabilities*(From Level I)
4. *Sounds of Speech* and *Sounds of Reading*, NILD published
5. *Mediating Math*, NILD
6. *NILD Level I Manual* (2007 edition)

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

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

#### IV. COURSE REQUIREMENTS

- A. **Prerequisites:** 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 an NILD Regional Conference pre-course sessions, 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.
- C. **Course Activities:** Full participation in all activities and assignments is required, as is attendance at all residency sessions.

Distance weeks: (six weeks prior to residency)

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

Residency week:

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

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</i> /Completing Response Paper	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%

## VIII. SELECTED BIBLIOGRAPHY

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