

# NATIONAL INSTITUTE FOR LEARNING DEVELOPMENT

## Teaching How to Learn

### Level II 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 skills
- C. ***Program Development*** - Guidelines for establishment of administrative policies and procedures, suggestions for teacher and parent in-service, and considerations for program expansion and accreditation
- 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 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 within a school or private practice.
- B. ***Specific:*** Upon completion of this course, the therapist should be able to:
  - 1. Demonstrate the ability to bring forth clear and concise language from 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. Further discuss implications of reading, math and spelling difficulties
  - 8. Demonstrate an understanding of the social deficits of students with LD
  - 9. Review current research in field

### III. 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 NILD Regional Conference pre-course sessions, 2) read texts as assigned, 3) complete written assignment for *Speech to Print*, and 4) videotape a therapy student in a full-length session and submit a Self-Critique of the session no less than two weeks prior to the course's start.

### V. 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
Daily Assignments	35 hours
Final Assignment	4 hours

## VI. COURSE SCHEDULE

Week One    Read:        Level II Manual (Theory, Testing, Techniques)  
                  Review:      Level I Manual (Techniques)  
                  Submit:     Daily assignments/Testing assignment  
                  Present:    Level I techniques: Hands on demonstration

Week Two    Read:        Level II Manual (Theory, Testing, Techniques, Appendix)  
                  Review:      Level I Manual (Techniques)  
                  Submit:     Daily assignments/Final assignment  
                  Present:    Level II techniques: Hands-on demonstration

## 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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