

NATIONAL INSTITUTE FOR LEARNING DEVELOPMENT

Teaching How to Learn

Level I 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 and methodology
 - 2. Demonstrate an understanding of the characteristics of learning difficulties
 - 3. Demonstrate an understanding of how learning difficulties 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 with specific emphasis on the five core techniques
 - 9. Understand annual testing procedures
 - 10. Establish a beginning program within a school or independent setting

III. 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)*

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

IV. 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) begin memorizing *Blue Book*, 3) read texts as assigned, and 4) submit written assignments
- C. **Course Activities:** Attendance at all sessions is required along with full participation in all activities and assignments.
 - 1. Read assigned portions of the *Speech to Print* text.
 - 2. Memorize *The Blue Book* and complete related assignments.
 - 3. Read complete training manual (given at first class).
 - 4. Write a one-page critique of an article in Theory section of manual.
 - 5. Demonstrate learned techniques with partner
 - 6. Complete the testing assignment.
 - 7. Complete the final assignment.
- D. **Course Assignments:**
 - 1. Complete pre-course readings and the *Speech to Print* assignment
 - 2. Submit therapy observation paper to the course instructor two weeks prior to the course.
 - 3. Bring the *Teaching With the Brain in Mind* reflection paper to the first class.
 - 4. All other assignments are to be completed by the end of the course.

V. COURSE WORKLOAD

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

Reading <i>Speech to Print</i>	3 hours
Reading <i>Teaching How to Learn</i>	6 hours
Reading <i>Teaching with the Brain in Mind</i>	4 hours
Reading Level I Manual	6 hours
Course Assignments	30 hours
Final Assignment	5 hours

VI. COURSE EVALUATION

Pre-course assignments	10%
Reaction paper to one article	10%
Testing assignment	15%
Technique demonstration	30%
Class participation	15%
Final assignment	20%

VII. SELECTED BIBLIOGRAPHY

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