

**Mission Statement:**

Regent University serves as a center of Christian thought and action to provide excellent education through a Biblical perspective and global context equipping Christian leaders to change the world.

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**SECTION 1: COURSE OVERVIEW**

Regent University  
School of Education  
**EDLD 520**

**TEACHING HOW TO LEARN: DEVELOPING COGNITIVE COMPETENCIES LEVEL II**

Instructor: TBA by National Institute for Learning Development (NILD)

Location: N/A

Office hours: N/A

Phone: (757) 423-8646

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**Communications Policy**

The best method to contact NILD is via email.

**Course Description**

This course serves to further develop educational therapists' training in accordance with the National Institute for Learning Development (NILD) intervention model. This course addresses the development of oral language through the processes of mediation and effective questioning in order to promote higher order thinking skills. The candidates will receive additional instruction in interpretation of initial assessment and annual test reporting, a review of Level I techniques, and instruction in Level II techniques. This course will foster additional skills in the ability to identify cognitive functions. This course combines four weeks of online course work with one week of classroom instruction. *Prerequisite: EDLD 515*

**Relationship of course to Regent's Mission**

*Mission: Regent University serves as a center of Christian thought and action to provide excellent education through a Biblical perspective and global context equipping Christian leaders to change the world.*

NILD's **Teaching How to Learn: Developing Cognitive Competencies Level II** supports Regent's Mission.

**Theme Scripture: Proverbs**

**12:14**

"From the fruit of their lips people are filled with good things, and the work of their hands brings them reward." (NIV)

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## SECTION 2: COURSE REQUIREMENTS

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### COURSE LEARNING OUTCOMES

This course will build upon prior knowledge and equip the educational therapist to more effectively implement NILD techniques. Specifically, upon successful completion of this course, the educational therapist will be able to:

1. Explain the impact of student learning based on the five core NILD techniques.
2. Demonstrate proficiency in the initial level of techniques for specific student intervention.
3. Use Level II techniques to impact processing deficits more effectively.
4. Apply ethical standards and codes of conduct in the practice of NILD Educational Therapy™.
5. Describe the characteristics of a learning disability.
6. Determine patterns of cognitive/academic strengths and weakness through data analysis from formal assessments.
7. Implement language development and critical thinking in developing skills of reading, math, and spelling.
8. Explain the reciprocal relationship among educational therapists, classroom teachers, parents, and NILD.
9. Outline how questioning, pacing, transitions, and bridging to life impacts students.
10. Demonstrate mediated learning, in conjunction with NILD Educational Therapy, to ameliorate processing deficits.

### PROGRAM GOALS

This course contributes to the fulfillment of the following program goals:

1. Review the five core techniques and demonstrate technique proficiency.
2. Learn 10 new techniques.
3. Establish ethical standards and codes of conduct into the practice of NILD Educational Therapy™.
4. Expand understanding of LD characteristics.
5. Expand understanding of testing:
  - a. WISC-IV and WISC-V Interpretation
  - b. Initial/Annual Testing
6. Expand understanding of the use of language development and critical thinking in developing skills of reading, math, and spelling.
7. Increase understanding of the importance of ongoing liaison with classroom teachers, parents, and NILD.
8. Begin to develop the skills of questioning, pacing, transitions, and bridging to life.
9. Begin to implement the principles of mediated learning into the NILD Educational Therapy™ session.

### Course Procedures

*Attendance and Participation* – Full participation in all activities and assignments is expected including attendance at all residency week classes. Prior to beginning the course, observe a live or recorded NILD Educational Therapy™ session.

Order course materials (see below) in advance of the online course. The online coursework is four weeks prior to residency.

- Select a student with whom to practice techniques as they are learned.
- Have a chalkboard available for practice sessions (can be portable or tripod).

- Practicetechniquesandcomplete readingassignments as assigned.
- Complete reaction papers that require a personal response to the information read.
- Contribute to online discussions weekly.

Residency (classroom) coursework (Monday - Thursday, 8:00am - 5pm; Friday 8am-noon)

- Work with a partner practicing and refining NILD Educational Therapy techniques.
- Complete evening assignments.
- Complete the final course assignment.

*Assignments:* Pay close and timely attention to reading assignments and other assigned work posted in the syllabus and Blackboard. You are responsible for preparing assigned readings carefully by the date listed on the Assignment Schedule (see link on Blackboard) and to complete tests, projects, and other assignments by midnight on the day designated by your instructor for online session and by the day listed for the residency week. Out of fairness to all, late assignments are penalized as described below under “**Late Assignments.**”

*Course Completion/Incompletes:* All courses require extensive engagement (with other students, the instructor, and with the course materials) as well as timely completion of assignments.

Assignments are due weekly for online portion and daily for residency portion. Thus, keeping up with the schedule is essential to your success. Some work is difficult or even impossible to make up (such as discussion with others), so you must plan your schedule carefully. Be sure you can complete this course in the scheduled period. Grades of “Incomplete” will be granted only for true emergency situations, not for poor planning. The policy for grades of “Incomplete” can be found in the School of Graduate Studies *Catalog*, found online.

*Blackboard:* Students are expected to check the Announcements section of Blackboard each week beginning one week before the start of the course. Students must keep their email address current in Blackboard; they are expected to check their Regent email daily to ensure timely receipt of messages from the professor.

Training Requirements for NILD Professionally Certified Educational Therapist™ (PCET) --- NILD Level I training is the first step toward NILD certification. All educational therapists are expected to continue their training at a Level II course within three years. After successful completion of Level II, educational therapists are also expected to continue to Level III within three years of having taken Level II. Those trained in the NILD model will be considered educational therapist interns until reaching full certification status. Interns may apply for certification following successful completion of Level III.

*NILD Membership/Licensure –* Your course tuition includes a one-year NILD membership and license. Upon successful completion of the course you will automatically become an NILD member and licensed as an NILD Educational Therapist™ to use the NILD materials and methodology for the ensuing year. Other membership benefits include: 10% discount on all materials purchased from NILD, discounts on NILD Conferences and workshops, free subscription to NILD’s “e-conference” email discussion group, a listing on NILD’s Find-a-Therapist website, and access to many additional benefits on the “members only” page on our website. To remain active as an NILD Educational Therapist, your NILD membership and license will need to be renewed annually.

*Graduate Credit* – NILD has arranged with Regent University an opportunity for course participants to apply to Regent University’s Master’s of Education Program and obtain graduate credits per course upon successful completion of each of the NILD Courses - Level I (2 credits), II (3 credits), and III (3 credits). The graduate credit application must be completed with Regent University prior to beginning the NILD coursework. For more information, go to <http://www.regent.edu/acad/schedu/masters---idp---ed---therapy/>. In addition, participants seeking graduate credit must complete the additional requirements for selected assignments. Details are included with each assignment and are specifically designated as the graduate credit requirements.

## Required and Supplemental Resources

A. Students are responsible for acquiring the following books and materials. **The required books and materials need to be obtained before the course begins.** Suppliers are listed for each resource:

- ***Learning Disabilities and Challenging Behaviors: Using the Building Blocks Model to Guide Intervention and Classroom Management***, Third Edition (2015). Mather, Nancy and Goldstein, Sam. Baltimore, MD: Paul H. Brooks Publishing Company. ISBN-13: 978-1598578362. Available at [www.amazon.com](http://www.amazon.com).
- ***Speech to Print, Language Essentials for Teachers***, 2nd Edition (2010). Louisa Cook Moats, Ed.D. Pau; H. Brookes Publishing Company. ISBN: 978-1-59857-050-2. Available at [www.amazon.com](http://www.amazon.com).
- ***The Clinical Practice of Educational Therapy: Learning and Functioning With Diversity*** (2nd edition) Ficksman and Adelizzi. ISBN-13: 978-1138240520 Available online: [www.amazon.com](http://www.amazon.com)  
*You have the option to purchase or rent this book. If you already own an older edition, you may use that.*
- **Eureka Tub of Letter Tiles.** Available at Amazon: [www.amazon.com](http://www.amazon.com)
- **Bloom’s Taxonomy Flip Chart** (Quick Flip Questions for the Revised Bloom’s Taxonomy: *Spiral-Bound*). Available at [www.amazon.com](http://www.amazon.com)

**B. Available from NILD:** The following course materials may be purchased as a package at a discounted price (see Course Application) or items may be individually purchased through NILD’s E-Store at <http://estore.nild.org>.

**The Level II Course Materials Package** includes:

- Blue Book CD#2 (includes *Blue Book Dictation Exercises* booklet)
- *Mediating Math*
- A complete set of 4 Mediating Math Student Workbooks (*Supplements to Mediating Math*): *Number Patterns; Calculation & Estimations; Fractions, Decimals, & Percents; Measurement*
- *Sounds of Reading*
- *Listen Carefully*
- *Dictation & Copy Book D*
- Square Puzzles (cards)
- Design Tiles (cards)
- Design Tiles puzzle pieces (plastic)
- Pythagoras puzzle pieces (wooden)
- Pythagoras pages
- Memory Cards
- *Exercises & Problems in Arithmetic* (green cover)

**C. Course Manual:** You will be printing the course manual at the beginning of the online coursework. It is very important that you keep your manual organized in a convenient binder. We recommend a 1.5" three-ring binder to contain the pages of your course manual, notes, and other relevant documents. **Your course manual will become a vital resource for you, and you must bring it to residency.** Additional materials (e.g., PowerPoint files, quizzes, media, and the like) may be found on Blackboard. Students are responsible for the information and materials distributed through Blackboard, and, for on-campus students, in class.

**D. Materials to bring to residency:** Some of the materials listed above are only used during the online portion of the course. Following are the materials that must be brought with you to the residency portion of the course. You will be using these materials when you practice therapy techniques with other participants and for your therapy demonstration:

- Course Manual
- *Listen Carefully*
- Teaching Tiles
- Bloom's Taxonomy Flip Chart
- *Blue Book Dictation* booklet
- *Sounds of Reading*
- Square Puzzles (cards)
- Design Tiles (cards)
- Design Tile puzzle pieces (plastic)
- Pythagoras puzzle pieces (wooden)
- Pythagoras pages
- *Mediating Math*
- A complete set of 4 Mediating Math Student Workbooks (*Supplements to Mediating Math*): *Number Patterns; Calculation & Estimations; Fractions, Decimals, & Percents; Measurement*
- *Exercises & Problems in Arithmetic* (green cover)
- Dictation & Copy Books C & D

**DI. Level I materials to bring to residency:** Bring the following Level I materials to demonstrate the five core techniques during Level II residency:

- *The Blue Book Method: An Associate Key Word Approach*
- *Phonic Spelling Workbook*
- KEYWO
- *Sounds of Speech*
- *Sounds of Reading*
- Rhythmic Writing laminated cards
- Buzzer & Morse Code laminated card
- Chalkholder & chalk

**DII. Additional materials** (e.g., PowerPoint files, quizzes, media, and the like) may be found on Blackboard. Students are responsible for the information and materials distributed through Blackboard and, for on-campus students, in class.

## Method of Evaluating Student Performance

The final grade for the course will reflect mastery of course content as well as the quality of thought expressed in the following assignment categories:

- Distance Assignments – 40%
- Class Participation – 10%
- Testing Assignment – 10%
- Technique Mastery – 40%

There are five Distance Assignments (**GRADUATE CREDIT: 6 assignments**) that are graded and the Class Participation grade consists of Discussion Board participation and Residency participation (see below). Grades are determined using a scale of 0 – 100 for each assignment. The instructor will record participant's grades in the Blackboard grade center. Individual assignment scores are automatically weighted according to the percentages reflected on the course syllabus to determine a participant's final grade. Participants may view their grades in Blackboard at any time during the course.

### Distance Assignments – 40%

- *Clinical Practice of Educational Therapy* reaction paper, Week 1 – 7% (100 points) **(5% if taking for Graduate Credit)**
- *Learning Disabilities and Challenging Behaviors* paper, Week 3 – 7% (100 points) **(5% if taking for Graduate Credit)**
- NILD Hallmarks paper, Week 3 – 7% (100 points) **(5% if taking for Graduate Credit)**
- Moats paper, Week 4 – 7% (100 points) **(5% if taking for Graduate Credit)**
- *Speech to Print* worksheet, Week 4 – 4% (100 points)
- **GRADUATE CREDIT (only): Action Research paper, Week 4 – 5% (100 points)**
- Knowledge Survey Week 1 – 2% (100 points)
- Knowledge Survey Week 2 – 2% (100 points)
- Knowledge Survey Week 3 – 2% (100 points)
- Knowledge Survey Week 4 – 2% (100 points)
- **Graduate Credit: Annotated Bibliography – 3% (100 points)**

### Class Participation – 10% (each of the following counts towards 5% of final grade)

- Discussion Board participation (100 points)
- Residency classroom participation (100 points)

### Testing Assignment – 10% (100 points)

### Blue Book Competency – 5% (100 points)

### Other Technique Mastery – 35% (100 points)

Please note that grades are required to be inputted into the Blackboard grade center for all participants regardless of whether they are seeking graduate credit or not. Grades for the Knowledge Surveys are automatically entered by Blackboard and the course instructor manually enters in Blackboard grades for all other assignments.

### Grading Scale

Grade	Percentage Score Range	Quality Points	Rationale & Meaning of Grade
A	97---100%	4.00	Superior work in all areas as indicated in the professor's written expectations. Exemplary performance, participation, creativity, and writing.
A-	93---96%	3.67	Excellent work overall, but may be lacking in relation to some aspect of the professor's expectations. Excellent content in writing assignments.
B+	89---92%	3.33	Good work in most areas, minor deficiency in relation to the professor's expectations regarding content, standard writing style, or procedures. Good content, but lacking in some areas.
B	85---88%	3.00	Good work in most areas, minor deficiency in relation to the professor's expectations regarding content, standard writing style, or procedures. Attention to detail may have significantly improved the project.
B-	81---84%	2.67	Fair work in most areas: serious disregard of assignment specifications or standard writing style and procedures. Attention to written instructions may have significantly improved the project.
C+	77---80%	2.33	Passing work but in serious need of improvement in many areas, especially in regard to form, content, and professor's expectations.
C	73---76%	2.00	Passing work, but in serious need of improvement in many areas, especially in regard to form, content, and assignment specifications; below professional quality standards.
F	<73%	0	Failing; minimal conformity to professor's expectations; not master's quality work; requires repeat of the course and meeting with the professor and advisor.

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## SECTION 3: POLICIES & PROCEDURES

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This section covers policies related to academic integrity, accommodations, and University policies and procedures.

### **Christian Foundations of Academic Integrity**

*Biblical.* Regent University affirms the Biblical commandment of “Thou shalt not steal” (Exodus 20:15). In the context of academic integrity, this must be understood in the larger framework of “Love thy neighbor as thyself” (Matthew 22:39) as well as “Render therefore unto Caesar what are Caesar’s; and unto God what are God’s” (Matthew 22:21). Paul writes from this framework of love and respect when he says, “Pay to all what is owed them: taxes to whom taxes are owed, revenue to whom revenue is owed, respect to whom respect is owed, honor to whom honor is owed” (Romans 13:7). Each of these passages conveys the social obligation to respect the dignity of both the personhood and the property of those in society. Paul thus prescribes the Biblical standard of honest, hard work as a key to respecting each other’s personhood and property. In his letter to the Ephesians, Paul even provides counsel to those who have committed theft, stating, “Let him labor, doing honest work with his own hands, so that he may have something to share with anyone in need” (4:28). As such, the God of the Bible mandates a higher life than the world requires, a life in which Christians participate in the love and dignity God holds for himself as Father, Son, and Spirit. Indeed, even as Christ honors and acknowledges the will of his Father and the works of his Spirit, so should Christians honor and acknowledge the wills and works of those that provide opportunities to edify their minds and hearts with the knowledge and wisdom of sound scholarship. In doing so, Christians follow the Biblical precept of integrity that is founded on love and respect and enables them to learn both from one another and those outside the faith.

*Philosophical.* Regent University also affirms the necessity of recognizing the classical virtues when deriving a foundation for academic integrity, particularly the virtue of diligence. The virtues dictate that researchers should consider morality first. In other words, one’s sense of expediency must always follow from that which is right, not from that which is convenient. Cicero comments that, in order to act morally, individuals must act in a manner that prevents themselves from being placed in a position where they must choose between convenience and morality, or, stated differently, into a position where they “consider one thing to be right but not expedient, and another to be expedient but not right” (102). The virtues, therefore, require diligence in order to act morally upright – diligence to plan ahead, diligence to rationally consider the context of the moral situation, and diligence to act Biblically not just ethically. For that which is ethical to the world is never necessarily moral before Christ. (Cicero, Marcus Tullius. *On Moral Obligations*. Trans. John Higginbotham. London: Faber and Faber LTD, 1967. Print.)

*Legal.* Finally, Regent University affirms the necessity of equipping students for the reality of functioning within a society bound by laws, including copyright laws. Paul speaks clearly about a Christian’s responsibility to abide by the laws of the land. He concludes that authority is ultimately from God, so believers must work within that God-ordained system (Romans 13). Thus, in mastering the art and science of proper attribution of sources, students are participating in the Biblical tradition of exhibiting reverence for the divine institute of law as well as giving honor where honor is due.



## **Accommodations for Students with Disabilities**

The policy and intent of Regent University is to fully and completely comply with the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and the Americans with Disabilities Amendments Act of 2008, to the extent that they apply to the university. Regent University will not discriminate against an otherwise qualified student with a disability in the admissions process, or any academic activity or program, including student-oriented services. Regent University will provide reasonable accommodation to the known physical and mental limitations of a qualified individual with a disability, unless to do so would impose an undue hardship on the operation of the university, or unless it would fundamentally alter a degree or course requirement. Qualified students must request reasonable accommodations for disabilities through the Disability Services Coordinator in Student Services. [http://www.regent.edu/admin/stusrv/student\\_life/disabilities.cfm](http://www.regent.edu/admin/stusrv/student_life/disabilities.cfm)

## **University Policies and Procedures**

For information about student records, privacy, and other University policies and procedures, students are directed to the most recent version of the Student Handbook located at <http://www.regent.edu/admin/stusrv/docs/StudentHandbook.pdf>

## **Distance Learning Course Assignments**

### **Week One: Ethics, Rhythmic Writing, Square Puzzles, Design Tiles, and Thinking & Questioning**

Read: *The Clinical Practice of Educational Therapy*; Theory Article #5; and Rhythmic Writing, Puzzles, and Design Tile technique pages & read Chapters 4-7 of *Learning Disabilities and Challenging Behaviors*

Lecture: Thinking & Questioning

Watch: Square Puzzles and Design Tiles videos

Review: Course Manual - APPENDIX, THEORY, and Puzzle pages

Complete: All assignments including the Knowledge Survey and Discussion Board Question

### **Week Two: Testing, Math, Pythagoras & The Building Blocks of Learning**

Read: Theory Article #2; "WISC IV and WISC V: Compare and Contrast"; Article #1; Cody's Testing Report; Math Block Technique and read Chapters 4-7 of *Learning Disabilities and Challenging Behaviors*

Lectures: WISC, Initial Testing, and Math Block II

Watch: Math Block II and Pythagoras videos

Review: Course Manual - TESTING section

Complete: All assignments including the Knowledge Survey and Discussion Board Question

### **Week Three: Mediated Learning, Dictation & Copy, Buzzer, Listen My Children, Memory Cards, and The Building Blocks of Learning**

Read: Theory Articles #8 & #3 and Chapters 8-9 of *Learning Disabilities and Challenging Behaviors*

Lectures: Thinking & Questioning, Mediated Learning, and Dictation & Copy PPTs

Watch: Memory Cards and Listen My Children videos

Review: Course Manual - Dictation & Copy and Buzzer Technique pages

Complete: All assignments including the Knowledge Survey and Discussion Board Question

### **Week Four: Reading, Blue Book, and Moveable Alphabet**

Read: *Speech to Print* and Theory Articles #4 & #9

Write: Reflection Paper on *Speech to Print*

Lectures: Reading Fluency and Blue Book

Watch: Blue Book CDs, Sounds of Reading, Moveable Alphabet, and Sounds of Language videos

Complete: All assignments including the Knowledge Survey and Discussion Board Question