

Course Syllabus

Section 1. Course Information

Course ID	ESED 5723		
Course Title	Teaching How to Learn: Developing Cognitive Competencies Level II		
College	College of Education		
Prerequisites	Level 1	Credit Hours	3
Instructor	TBA by National Institute for Learning Development (NILD)		
SEU Mission & Vision Statements	<p>Mission Statement: Equipping students to discover and develop their divine design to serve Christ and the world through Spirit-empowered life, learning, and leadership.</p> <p>Vision Statement: Southeastern University is anchored by Spirit-empowered education in a Christ-centered, student-focused learning community. Southeastern’s global impact is marked by a deep commitment to transforming minds and engaging culture through the integration of faith, learning, and service. Each student’s divine design is nurtured and unleashed through the investment of faculty and staff, relationships within the community, the rigor of scholarship, diverse learning experiences, and the discipline of spiritual formation, which propels students into a lifetime of serving the world in the Spirit of Christ.</p>		
Course Description	<p>Course Description</p> <p>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.</p> <p>Prerequisite: ESED 5703 Credit hours: 3 hours</p>		

**Course
Overview**

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 & 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.

**Intended
Learning
Outcomes**

Students who successfully complete this course will:

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 practices to develop student reading, math, and spelling skills.
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.

Course Materials

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.
- ***Speech to Print, Language Essentials for Teachers***, 2nd Edition (2010). Louisa Cook Mbats, Ed.D. Pau; H. Brookes Publishing Company. ISBN: 978-1-59857-50-2. Available at 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 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
- **Bloom's Taxonomy Flip Chart** (Quick Flip Questions for the Revised Bloom's Taxonomy: Spiral-Bound). Available at 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)
- Listen Carefully
- *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*
- 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)
- Dictation & Copy Book D

c. Course Manual: You will be printing the course manual one portion at a time as you proceed through the four weeks of online coursework. By the end of the four weeks you will have printed the entire course manual. 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

**Course
Materials**

D. Materials to bring to residency: Some of the materials listed above in III-A and III-B 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 MyFire. Students are responsible for the information and materials distributed through MyFire and, for on-campus students, in class.

**Method for
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 Forum 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 MyFire 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 MyFire 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 Forum 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 MyFire grade center for all participants regardless of whether they are seeking graduate credit or not. Grades for the Knowledge Surveys are automatically entered by MyFire and the course instructor manually enters in MyFire grades for all other assignments.

Section 2. Course Policies

Grading Scale	<p>The university's general grading scale is provided in the Academic Policies and Procedures section of the Southeastern University Catalog. All undergraduate courses use the following scale:</p> <table border="1" data-bbox="623 373 945 827"> <tr><td>A</td><td>=</td><td>94 – 100%</td></tr> <tr><td>A-</td><td>=</td><td>90 – 93%</td></tr> <tr><td>B+</td><td>=</td><td>87 – 89%</td></tr> <tr><td>B</td><td>=</td><td>84 – 86%</td></tr> <tr><td>B-</td><td>=</td><td>80 – 83%</td></tr> <tr><td>C+</td><td>=</td><td>77 – 79%</td></tr> <tr><td>C</td><td>=</td><td>74 – 76%</td></tr> <tr><td>C-</td><td>=</td><td>70 – 73%</td></tr> <tr><td>D+</td><td>=</td><td>67 – 69%</td></tr> <tr><td>D</td><td>=</td><td>64 – 66%</td></tr> <tr><td>D-</td><td>=</td><td>60 - 63%</td></tr> <tr><td>F</td><td>=</td><td>0 – 59%</td></tr> </table>	A	=	94 – 100%	A-	=	90 – 93%	B+	=	87 – 89%	B	=	84 – 86%	B-	=	80 – 83%	C+	=	77 – 79%	C	=	74 – 76%	C-	=	70 – 73%	D+	=	67 – 69%	D	=	64 – 66%	D-	=	60 - 63%	F	=	0 – 59%
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Late Work	<p>Students should turn their assignments in before the assigned time on the due date (see Course Chart). Assignments will not be accepted after the due date unless extreme circumstances prevail.</p>																																				
Extra Credit	<p>There is no extra credit for this course.</p>																																				
Class Participation	<p>Online courses meet for 12 weeks and may include pre-and post-course work. Summer intensive courses meet face to face for 1 week in the summer with pre- and post-course work. Attendance through participation is mandatory, as we will cover a substantial amount of material each week. Each student is expected to be prepared and participate in all online classroom activities in a timely fashion. Please: Be on time. Be present. Be prepared. Be courteous. Students will be expected to drop the class if they are unable to fulfill the attendance/participation requirements.</p>																																				
Official Email	<p>Southeastern University requires all faculty, staff, and students to use their Southeastern University email address for official communication. Students are required to check their SEU email daily, as they will be held accountable for all communications sent through this medium.</p>																																				
MyFire Use	<p>Please, make it a habit to always check your MyFire account as messages, assignments, grades, and other important related materials may be posted. It is the student's responsibility to check points and notify your instructor if you have questions. DO NOT WAIT UNTIL THE LAST WEEK OF CLASS TO DO THIS!</p>																																				

<p>Technical Difficulties</p>	<p>Southeastern University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents students from completing a time-sensitive activity or assessment, students should report any problems to the instructor and also contact the 24x7 MyFIRE Support online via the link provided within each course. The instructor and/or support staff members will respond to the student’s request at the earliest possible time during the next working day.</p> <p>Be sure your computer system complies with all Technical Requirements listed in the course.</p>
<p>Disability Statement</p>	<p>Southeastern University is committed to the provision of reasonable accommodations for all students with learning and/or physical disabilities, as defined in Section 504 of the Rehabilitation Act of 1973 and with the American with Disabilities Act (ADA) of 1990. This legislation guarantees educational rights for the physically and learning disabled.</p> <p>Students with medical diagnoses which qualify them for accommodations must contact the SEU Office of Academic Success at 863-667-5041 or email pscrosby@seu.edu. Once medical documentation is provided and a confidential consultation is completed, the student will then be responsible to provide the Director of Academic Success with a list of his or her current online professors and their emails.</p> <p>Contact with the Office of Academic Success is mandatory for each new semester. For more information, visit the SEU Students with Disabilities page on our website.</p>

Section 3. Course Schedule

Distance Learning Course Assignments

Week One: Ethics, Rhythmic Writing, Square Puzzles, and Design Tiles

- 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 Forum 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 Forum Question

Week Three: Thinking & Questioning, 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 Forum 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 Forum Question.

Residency Week Schedule

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">8:00-8:10</td><td style="text-align: center;"><i>Focus</i></td></tr> <tr><td style="text-align: center;">8:10-8:50</td><td style="text-align: center;">SESSION 1</td></tr> <tr><td style="text-align: center;">8:50-9:00</td><td style="text-align: center;"><i>Break</i></td></tr> <tr><td style="text-align: center;">9:00-10:30</td><td style="text-align: center;">SESSION 2</td></tr> <tr><td style="text-align: center;">10:30-10:40</td><td style="text-align: center;"><i>Break</i></td></tr> <tr><td style="text-align: center;">10:40 -12:00</td><td style="text-align: center;">SESSION 3</td></tr> <tr><td style="text-align: center;">12:00-1:00</td><td style="text-align: center;"><i>Lunch</i></td></tr> <tr><td style="text-align: center;">1:00-2:00</td><td style="text-align: center;">SESSION 4</td></tr> <tr><td style="text-align: center;">2:00-3:00</td><td style="text-align: center;">SESSION 5</td></tr> <tr><td style="text-align: center;">3:00-3:15</td><td style="text-align: center;"><i>Break</i></td></tr> <tr><td style="text-align: center;">3:15-5:00</td><td style="text-align: center;">SESSION 6</td></tr> <tr><td style="height: 40px;"></td><td></td></tr> </table>	8:00-8:10	<i>Focus</i>	8:10-8:50	SESSION 1	8:50-9:00	<i>Break</i>	9:00-10:30	SESSION 2	10:30-10:40	<i>Break</i>	10:40 -12:00	SESSION 3	12:00-1:00	<i>Lunch</i>	1:00-2:00	SESSION 4	2:00-3:00	SESSION 5	3:00-3:15	<i>Break</i>	3:15-5:00	SESSION 6			<p style="text-align: center;">Day 1 – Monday</p> <p><i>Review</i></p> <p>Session 1 –Introductions & Review learning objectives for the course</p> <p>Session 2 – Watch Year 2 NILD Educational Therapy DVD & class discussion</p> <p>Session 3 – Blue Book Review</p> <p>Session 4 – Rhythmic Writing Review</p> <p>Session 5 – Square Puzzle and Design Tiles</p> <p>Session 6 – Pythagoras</p>
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<p>Day 2 – Tuesday</p> <p><i>Testing</i></p> <p>Session 1 – Technique Practice w/ a partner</p> <p>Sessions 2 & 3 – Level I Demonstrations</p> <p>Session 4 – Initial Testing Lecture (Justin James Handout)</p> <p>Session 5 – Listen My Children Lecture</p> <p>Session 6 - Memory Cards</p>	<p style="text-align: center;">Day 3 - Wednesday</p> <p><i>Reading & Math</i></p> <p>Session 1 – Technique Practice w/ a partner</p> <p>Session 2 – Reading Review/Sounds of Reading Lecture</p> <p>Session 3 – Spelling/Moveable Alphabet Lecture</p> <p>Session 4 –Blue Book CDs/Dictation Exercises</p> <p>Session 5 – Math Lecture</p> <p>Session 6 – Math Block II</p>																								
<p>Day 4 - Thursday</p> <p><i>Level II Demonstrations</i></p> <p>Session 1 – Technique Practice w/ a partner</p> <p>Sessions 2, 3, & 4- Therapy demonstrations</p> <p>Session 5 - Annual Testing</p> <p>Session 6 – Goal Setting</p>	<p style="text-align: center;">Day 5 – Friday</p> <p><i>Blue Book Assessment, Practice, Wrap-up</i></p> <p>Sessions 1 – Blue Book Test</p> <p>Sessions 2 & 3 - NILD Services, Wrap-up</p>																								