

# Training recognized as effective by the International Dyslexia Association

## International Acclaim

The International Dyslexia Association recognized NILD for meeting IDA's Knowledge and Practice Standards for Teachers of Reading; NILD joined only one other organization and nine universities in the country to be recognized by IDA. This independent and objective review thoroughly examined course syllabi and other course materials and requirements.

## IDA noted these strengths:

- Therapeutic Approach is research-based, individualized, and grounded in test and observational data
- Components of reading are addressed within a cognitive development framework
- Rich vocabulary development is emphasized in all segments of the therapy session
- Assessment and progress monitoring is strong
- Diagnostic teaching is evident
- Ethical standards for therapists are taught explicitly and monitored
- Degree program is available and many therapists seek a Master's of Education

The IDA commended NILD for its therapeutic, research-based, individualized approach, grounded in test and observational data, addressing all components of reading within a cognitive development framework.

# What experts are saying:

"While others have jumped aboard the various trendy bandwagons that afflict education, NILD has held to and expanded on its effective and research-based approach. I most heartily recommend NILD."  
**Jane M. Healy, Ph.D., Author, Endangered Minds, Different Learners, Your Child's Growing Mind, and Failure to Connect**

"NILD is "...a dedicated group of highly trained educational therapists who recognize the learning potential of every child. With compassion and competence, they provide explicit, differentiated instruction to address and resolve each child's unique learning challenges."  
**Nancy Mather, Ph.D., Professor, University of Arizona**  
**Co-author, Woodcock-Johnson III Test of Achievement**

"I do not think that I know an organization more committed to releasing the potential of all children with learning disabilities. I have been very impressed by its knowledge and desire for keeping abreast of evolving research. Perhaps more poignantly, I have been uplifted by the depth of NILD's dedication to children."  
**Maryanne Wolf, Ed.D., Director, Center for Reading and Language Research Tufts University**

"After a lot of hard work and three years in the program, I was no longer the slowest worker. I could understand new concepts much easier, sometimes quicker than my friends. School was no longer a daunting task, it was a challenge I felt ready to face because of the skills I learned [through NILD] I was able to earn a bachelor's degree in Elementary Education."  
**NILD Student**

"NILD's Educational Therapy has increased my [son's] intellectual capacity by a significant degree. Along with rising test scores, my son's ability to learn has increased substantially. The benefits are evident in his strong academic grades, self-confidence, and knowledge that he can learn and be very successful in life."  
**Parent of NILD Student**

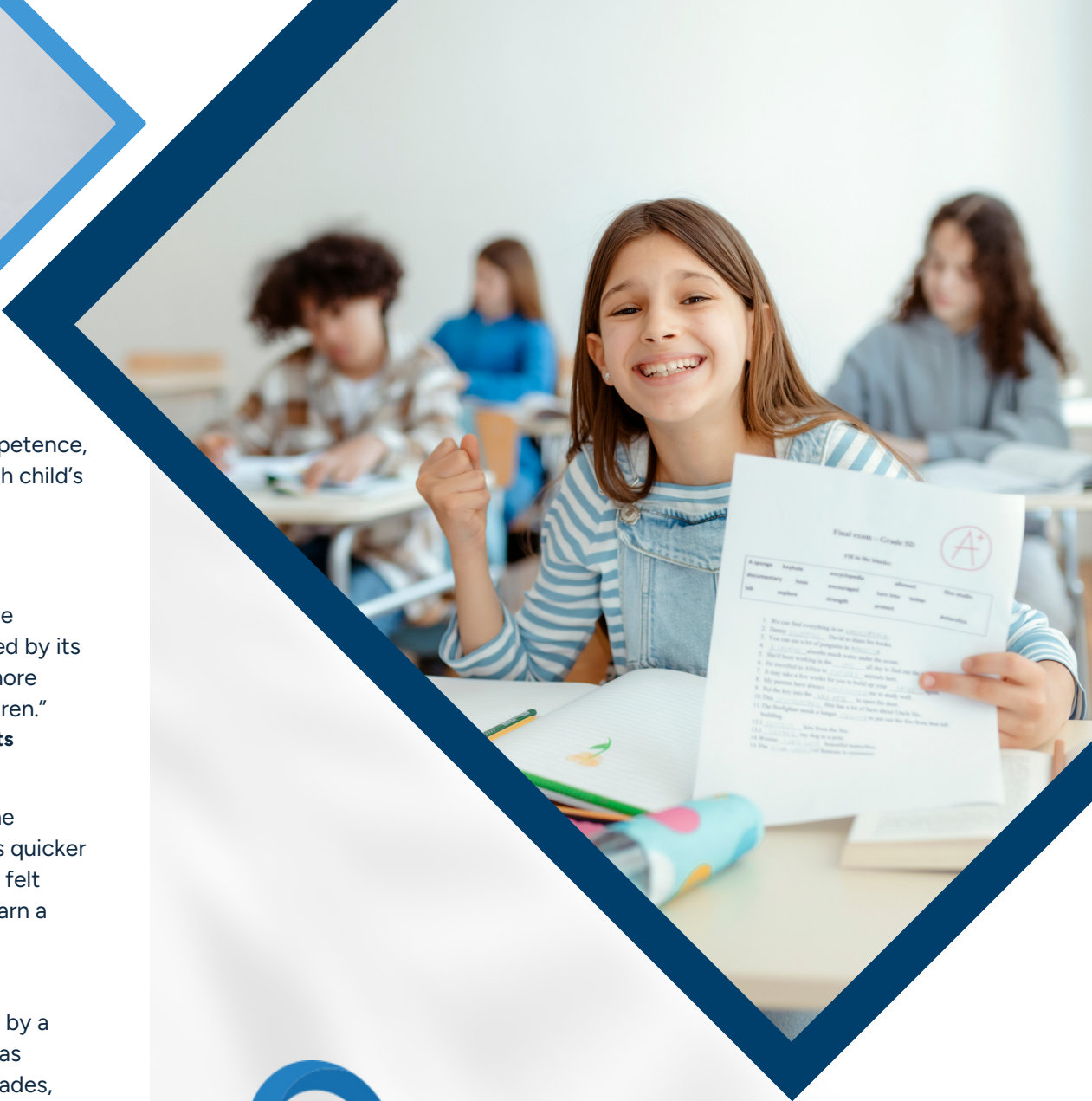
**Research Acknowledgements**  
Effects of NILD Educational Therapy® for Students with Learning Difficulties, Kathy A. Keafer, Ed.D., 2008

A Study of the Effect of Interactive Language in the Stimulation of Cognitive Functioning for Students with Learning Disabilities, Kathleen R. Hopkins, Ed.D., National Institute for Learning Development (NILD), 1996

Therapy Intervention Impact on Reading Comprehension in Middle Elementary vs. Middle School Age Students with Learning Disabilities, Lori Bryson Entzminger, 2013

An Analysis of Rx for Discovery Reading® for Elementary Students Below Average in Reading, Susan K. Stanley, Ed.D., 2007

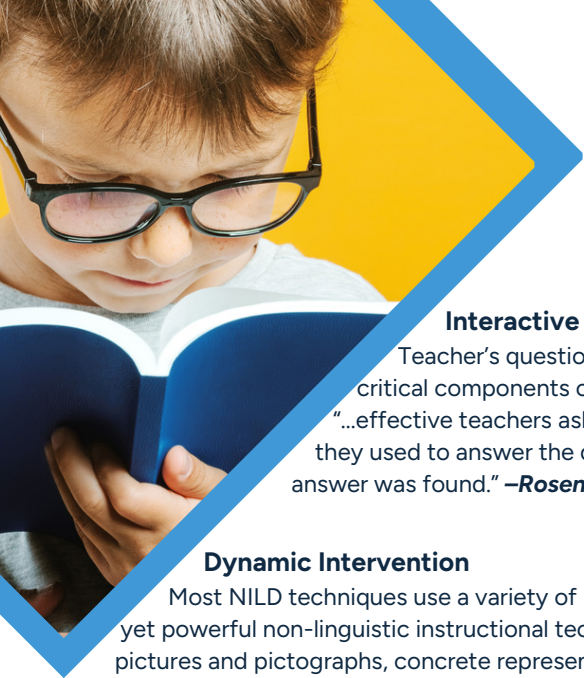
Small-Group versus One-On-One Educational Therapy for Struggling Readers and Writers, Constance Hope Cawthon, PhD and Joseph S. Maddox, Jr., DC, Ph., 2009



We focus on the data and the development.







# Researched-based Practices:

## Interactive Language

Teacher’s questions and student discussion are critical components of research-based instruction and “...effective teachers ask students to explain the process they used to answer the questions, to explain how the answer was found.” **–Rosenshine**

## Dynamic Intervention

Most NILD techniques use a variety of materials because research affirms “simple yet powerful non-linguistic instructional techniques such as graphic organizers, pictures and pictographs, concrete representations, and creating mental images improve learning.” **–Marzano**

## Development of Core Academic Skills & Thinking Abilities

Basic academic skills and cognitive functions are directly taught to establish the foundation for higher-order thinking and reasoning.

## Explicit and Intentional Intervention

“Students need cognitive support to help them learn to solve problems” **–Rosenshine**  
Support comes through explicit instruction of material.

## Reasoning

This is a valuable skill as students “generate and test hypotheses.” Moving from specific to general thinking is at the heart of critical thinking. **–Marzano**

## Questioning

“Questions help student identify missing information.” **–Marzano**

## Guided Practice

“Students access prior experience and knowledge and are active participants” **–Lyon, Fletcher, Fuchs, Chhabra**  
Also, cumulative review guided by questions produces success. **–Rosenshine**

## Feedback

“Providing frequent and specific feedback related to learning objectives is one of the most effective strategies to increase student achievement.” **–Marzano**

## Self-Regulation

Our intervention provides opportunities for students to self-regulate, a skill necessary for any successful learner.

## Application

As students gain competence through systematic and intentional instruction, confidence grows and encourages the transfer of the skills learned to the classroom as well as life.

*Treatment of Childhood Disorders, 3rd Ed., Lyon, G.R., Fletcher, J.M., Fuchs, L.S., & Chhabra, V.; Principles of Instruction: Research-Based Strategies That All Teachers Should Know, Barak*  
*Rosenshine; TEN Effective Research-Based Instructional Strategies, Robert J. Marzano*

## The Goal

We aim to unlock an individual’s potential and infinitely expand each student’s horizons. NILD not only has testimonies of academic performance transformed and lives changed, but we have testing data that confirms the transformation we see.

## WISC-IV and WRAT Tests

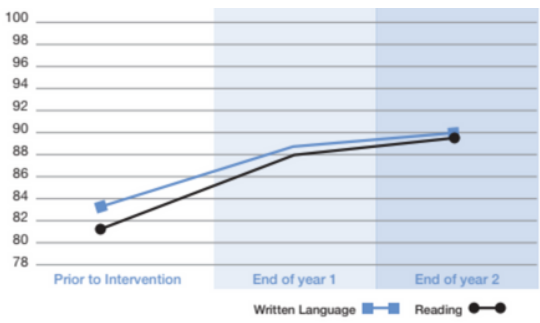
| Psycho-Educational Assessment                           | Pre   | Post   | Effect |
|---|-------|--------|--------|
| <b>Ability</b> <i>Detroit Test of Learning Aptitude</i> |       |        |        |
| Verbal IQ   | 96.85 | 106.31 | .63    |
| Performance IQ  | 96.74 | 105.89 | .61    |
| General IQ  | 97.34 | 106.78 | .63    |
| <b>Reading</b>  |       |        |        |
| <i>Wide Range Achievement Test, Revised (WRAT-R)</i>    | 92.11 | 103.02 | .73    |
| <b>Mathematics</b>                                      |       |        |        |
| <i>Wide Range Achievement Test, Revised (WRAT-R)</i>    | 89.91 | 96.21  | .55    |
| <b>Spelling</b>   |       |        |        |
| <i>Wide Range Achievement Test, Revised (WRAT-R)</i>    | 89.21 | 97.10  | .53    |

*A Study of the Effect of Interactive Language in the Stimulation of Cognitive Functioning for Students with Learning Disabilities, Kathleen R. Hopkins, Ed.D., 1996*

## Does NILD Educational Therapy® help students who are below average in reading and written language achievement improve these skills?

Students not only showed annual progress expected in general education, but their advancement also exceeded average gains, closing the achievement gap with their peers and aligning their performance with average peer achievement.

## WJ III Test of Achievement



*Effects of NILD Educational Therapy® for Students with Learning Difficulties, Kathy A. Keafer, Ed.D, 2008*

## Has the completion of three years of NILD Educational Therapy® shown significant progress in the area of Reading Comprehension?

These eight-year-old students made statistically significant progress when comparing their post-test scores with their pre-test scores on the Passage Comprehension subtest of the WJ-ACH. Table 11 contains the mean standard score of students in Group A (students ages 8.0-8.11). The mean score of the pre-test was 93.26 and the mean score of the post-test was 98.22. There was a statistically significant difference between means, where t (23) = -2.222, p = .037 at the 95% CI's [-9.576, -.337]. Specifically, there was a statistically significant difference in the means of the pre- and post-test standard scores in Group A.

## Does the completion of an intensive, individualized program of NILD Educational Therapy® affect the achievement scores in reading, spelling, and arithmetic for students with learning disabilities?

Students in this study demonstrated statistically significant gains over time in cognition and achievement on standardized measures.

## WJ-III Passage Comprehension

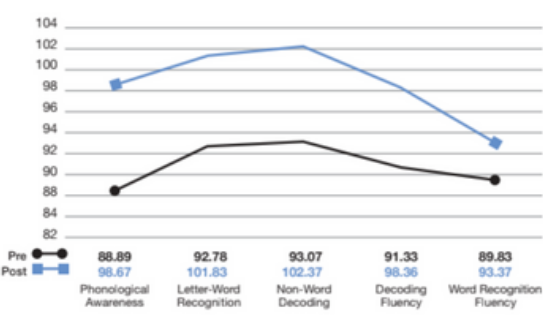
| Student Standard Test Scores—Group A                     |    |        |          |      |        |    |                 |
|--|----|--------|----------|------|--------|----|-----------------|
| Table 11: Pre-test and Post-test t-test scores for Group |    |        |          |      |        |    |                 |
| Age  | n  | M      | (SD)     | p    | t      | df | 95%CI           |
| 8  | 23 | -4.957 | (10.683) | .037 | -2.225 | 22 | [-9.576, -.337] |
| <i>p</i> < .05   |    |        |          |      |        |    |                 |

*National Institute for Learning Development (NILD) Therapy Intervention Impact on Reading Comprehension in Middle Elementary vs. Middle School Age Students with Learning Disabilities, Lori Bryson Entzminger, Ed.D., 2013*

## Can NILD’s intensive intervention actually lead to improvements in verbal, nonverbal, and cognitive functioning as evidenced on the WISC IV test?

The WISC IV assesses a child's cognitive strengths and weaknesses, predicting school performance. NILD Educational Therapists use this data to craft a learning profile, decide on therapy needs, inform students and parents, and select therapy techniques. While NILD therapy doesn't specifically aim to improve WISC IV scores, enhanced thinking skills through therapy often lead to exciting progress in these assessments.

## KTEA Mean Scores



*An Analysis of Rx for Discovery Reading® for Elementary Students Below Average in Reading, Susan K. Stanley,Ed.D., 2007*

## Does NILD’s GET intervention compared with NILD’s IET intervention affect the reading and writing skills of children with reading problems?

The quantitative phase of this mixed-methods study compared the effects of Individual NILD Educational Therapy® (IET) with Group Educational Therapy (GET) on the reading and writing skills of struggling learners.

## WISC IV Results

|                      | Student 1 |      | Student 2 |      | Student 3 |      | Student 4 |      |
|----------------------|-----------|------|-----------|------|-----------|------|-----------|------|
|                      | Pre       | Post | Pre       | Post | Pre       | Post | Pre       | Post |
| Verbal Comprehension | 104       | 108  | 95        | 96   | 87        | 96   | 117       | 145  |
| Perceptual Reasoning | 84        | 100  | 86        | 119  | 51        | 92   | 128       | 128  |
| Working Memory       | 94        | 113  | 88        | 94   | 93        | 123  | 98        | 106  |
| Processing Speed     | 80        | 85   | 78        | 88   | 86        | 78   | 88        | 96   |
| Full Scale IQ        | 89        | 104  | 84        | 101  | 68        | 95   | 120       | 136  |

## What was the effect of NILD’s RX for Discovery Reading intervention on the reading abilities of elementary school students who were below grade level in reading?

Students in this study demonstrated statistically significant gains in the areas of phonemic awareness, phonics, and fluency.

## IQ/WCJ-III Results for GET/IET

|          | IET (n=39) |       | GET (n=34) |       | GET* (n=21) |       |
|----------|------------|-------|------------|-------|-------------|-------|
|          | M          | SD    | M          | SD    | M           | SD    |
| IQ       | 96.00      | 8.15  | 88.55      | 10.82 | 92.43       | 8.76  |
| Pre-BR*  | 81.31      | 7.79  | 83.82      | 9.76  | 81.67       | 10.62 |
| Post-BR  | 88.03      | 10.05 | 89.70      | 6.82  | 90.14       | 6.78  |
| Pre-BWL' | 82.47      | 7.74  | 86.91      | 11.86 |             |       |
| Post-BWL | 87.63      | 9.22  | 92.82      | 13.39 |             |       |

|          | GET* (n=12) |       | GET* (n=18) |       | GET* (n=15) |       |
|----------|-------------|-------|-------------|-------|-------------|-------|
|          | M           | SD    | M           | SD    | M           | SD    |
| IQ       | 81.50       | 10.86 | 93.67       | 8.69  | 82.40       | 10.08 |
| Pre-BR*  | 87.17       | 7.27  |             |       |             |       |
| Post-BR  | 87.75       | 6.86  |             |       |             |       |
| Pre-BWL' |             |       | 82.06       | 12.61 | 92.93       | 8.28  |
| Post-BWL |             |       | 90.89       | 12.71 | 96.00       | 14.18 |

*Small-Group versus One-On-One Educational Therapy for Struggling Readers and Writers Constance Hope Cawthon, PhD; and Joseph S. Maddox, Jr., DC, Ph.D, 2009*

In both settings, NILD Educational Therapy®, mediated by professionally certified therapists, yielded improved reading skills.