



## **Why NILD Educational Therapy Works**

NILD Educational Therapy teaches students how to learn. Like physical therapy or speech therapy, NILD Educational Therapy is an intervention that develops processing skills, academics, and cognitive abilities. These areas are strengthened to help students become independent life-long learners.

Students who have completed educational therapy demonstrate remarkable success. They become successful learners throughout their school years and expand their career opportunities and ability to have a positive impact on society and future generations.

## **NILD History and Vision**

The National Institute for Learning Development (NILD) was established in 1982 with a primary focus to train educators to meet the needs of those who struggle to learn. NILD was originally named Norfolk Institute for Learning Disabilities. In 1990 NILD was approved by the IRS as a 501(c)(3) organization exempt from Federal income tax.

Discovery Programs (now called NILD Learning Centers) were established by NILD in 2002 to provide this much needed educational therapy via a community-based model to the public at large—as means to complement NILD programs that were traditionally provided in private-school settings. NILD Learning Centers also have the opportunity to capitalize on a new trend, to replace private-school programs that are eliminated due to the school's changing emphasis toward serving only academically capable students.

NILD's Mission: Building competence and confidence of those who struggle to learn

NILD's Vision: Developing independent learners

NILD's Strategic Initiative: To reach one million students by the year 2020



## Professional Endorsements

*It is most satisfying for me to have an opportunity to endorse the work of NILD and the help they have provided for countless children. I have had the pleasure, not only of speaking at several of their conferences, but also of getting to know the human face of the organization. They are an exceptional group of individuals who can be counted on to maintain the highest personal and professional standards.*

*NILD first contacted me because of Kathy Hopkins' interest in the science underlying the field of learning therapy. Since its founding over twenty-five years ago, NILD's methods and philosophy have mirrored solid findings about brain development and the complex process we call learning. While others have jumped aboard the various trendy bandwagons that afflict education from time to time, NILD has held to and expanded on their effective, and research-based approach. The many therapists they have trained and the many, many children with whom these therapists have worked are witness to their ongoing success.*

*Presenting workshops at NILD is always a pleasure because I find I can use words of more than one syllable and present complex concepts to a professional audience equipped to understand and apply what I have to teach.*

*I most heartily recommend this organization for your favorable attention.*

Jane M. Healy, Ph.D.

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### Professional Endorsements (cont.)

*I have known the workings of NILD in its various forms since almost its inception. For the last 22 years, I have worked with Dr. Kathy Hopkins and several of the therapists as their professor and academic advisor. I have presented at and attended at their last major conference. In all of my interactions I have been extremely impressed with the NILD staff's intelligence, dedication, and desire to do what really works to enhance the learning of those who may be academically challenged. They are skilled professionals who demonstrate integrity and who are determined to share the cutting edge techniques that have proven to be successful for thousands of students across the globe. We are currently planning a partnership with NILD to offer their professional development courses as part of a master's Degree program to begin in the summer of 2009. I thoroughly endorse and support the funding of their requested project.*

Alan A. Arroyo, Ed.D.

Dean- School of Education

Regent University

Virginia Beach, Virginia 23464

[alanarr@regent.edu](mailto:alanarr@regent.edu)

757-226-4260

*I do not think that I know an organization more committed to releasing the potential of all children with learning disabilities than NILD. In the short time that I have gotten to know the members of NILD, I have been very impressed by their knowledge and their desire for keeping abreast of evolving research, particularly in reading intervention. Perhaps more poignantly, however, I have been uplifted by the depth of their dedication to the children. They are a wonderful group.*

Maryanne Wolf, Ed.D.

John DiBiaggio Professor of Citizenship and Public Service

Director, Center for Reading and Language Research Tufts University

[maryanne.wolf@tufts.edu](mailto:maryanne.wolf@tufts.edu)



### Professional Endorsements (cont.)

*I have been fortunate to speak at several conferences sponsored by NILD, including having the honor of being the keynote speaker at their 25th Anniversary conference. One of the benefits of my participating in these conferences is to have had the opportunity to discuss in detail the activities of NILD with its leadership group as well as many members of the organization. I am very impressed with the thoughtful work NILD accomplishes in training educators to meet the learning and emotional needs of students. NILD members demonstrate an understanding of the learning process and an appreciation of the unique style of each child. They are a group that truly focuses on the whole child, touching both the hearts and minds of students, and reinforcing learning, hope, and resilience. I enthusiastically support the funding of their requested project.*

Robert Brooks, Ph.D.

Faculty, Harvard Medical School

Author, *The Self-Esteem Teacher* and Co-author, *Raising Resilient Children*

*There are many organizations that believe that Special Education is an “art”...still others believe that Special Education is a “science”. Few organizations have the wisdom to understand that Special Education is BOTH an art and a science. NILD understands this. My relationship with NILD has been an honor and a pleasure for me. Their devoted membership and their mission-driven leadership have made a tremendous impact on the field and have enabled countless of “God’s special ones” to reach their fullest potential. Quite simply, NILD “gets it”. They have made an immeasurable difference in the lives of many, many families.*

Richard Lavoie, M.A., M.Ed.

[Mr. Lavoie has served as an administrator of residential programs for children with special needs since 1972. He holds three degrees in Special Education and has served as an adjunct professor or visiting lecturer at numerous universities. His national television appearances include, *The Today Show*, *CBS Morning Show*, and *Good Morning America*. Rick’s latest accomplishment is his new book entitled: *It’s So Much Work to Be Your Friend: Helping the Child with Learning Disabilities Find Social Success*].



**Endorsements from schools who have hosted NILD programs**



**Westhaven Elementary School**  
*Office of the Principal*  
3701 Clifford Street • Portsmouth, Virginia 23707-3997  
(757) 393-8855 • FAX (757) 399-5581

October 6, 2008

Dear To Whom It May Concern:

Discovery Programs, Inc has worked with Westhaven Elementary's students since April 2008. Their intense small group approach to increasing phonological awareness, reading comprehension and fluency has had an overwhelmingly positive impact on our students' attitude and ability level. The students were always excited about attending the sessions and loved to work with the tutors. The Discovery staff had an excellent rapport with the students which led way for an open flow of progress.

Because Discovery Program, Inc. worked with selected students, (several who struggled in reading for years); they have showed improved reading abilities. Westhaven Elementary is proud to have Discovery Program, Inc. as a partner directly impacting student achievement.

Sincerely,  
  
Patricia S. Williams, Principal

An Equal Opportunity Employer



**Endorsements from schools who have hosted NILD programs (cont.)**



**Westhaven Elementary School**  
*Office of the Assistant Principal*  
3701 Clifford Street • Portsmouth, Virginia 23707-3997  
(757) 393-8855 • FAX (757) 399-5581

October 7, 2008

To Whom It May Concern:

It is with great pleasure that I speak on behalf of "Rx for Discovery Reading." For many years I sought a program that could help our students, who were "declassified" from receiving special services, or didn't qualify for special services, yet needed additional support in Reading. Discovery Reading was finally a solution for us.

The Executive Director was kind enough to take her time and meet with me at my school to explain the program, and I was just delighted. She then arranged for me to bring a team to visit a school where the program was utilized daily. We witnessed students who were failing at previous schools, be very successful at that school. My whole team was very impressed and now shared hope in receiving help for our struggling students.

The Community Services manager was very diligent and efficient in helping us begin Discovery Reading sessions, here at Westhaven. She not only helped us organize three groups (a 2<sup>nd</sup> grade, a 3<sup>rd</sup> grade, and a 4<sup>th</sup> grade group) during the school year, but also assisted us with a group during the summer. This was such a blessing! With the help of the highly qualified Reading therapists, each student in the group made significant gains in the area of Reading, including phonological awareness, fluency, vocabulary, decoding, and comprehension.

Westhaven Elementary has a large student population of "at-risk" learners. Because the cost of the Reading therapists and program materials is high, we don't have all of the necessary funds to keep such a wonderful program running. It is truly a blessing to receive generous grant support that will help us continue to assist our students.

With Highest Regards,

Dusti Johnson  
Assistant Principal



**Endorsements from schools who have hosted NILD programs (cont.)**

October 7, 2008  
Olive Branch Elementary School  
415 Mimosa Road  
Portsmouth, Virginia 23701  
(757) 465-2926

To Whom it May Concern:

RE: The Discovery Rx Reading Program

Dear Sir or Madam:

The Discovery Rx Reading Program has been a successful remediation effort for struggling students at our school. The program provided well-validated reading instruction for some of our most at-risk students. Students who participated in the program were excited about the opportunity to receive small-group instruction that helped them feel more successful and confident about their reading.

At present, I am the only designated remedial reading resource teacher at Olive Branch Elementary. Since I serve six grade levels of over 300 students, the Discovery Rx program is a much needed program to help us reach those students who are continuing to struggle as we strive to help them meet personal, school, and state reading goals.

Sincerely,

Deborah B. Laurent, M.Ed.  
Reading Specialist



Endorsements from schools who have hosted NILD programs (cont.)



**Norfolk Public Schools**  
NATIONALLY RECOGNIZED. GLOBALLY COMPETITIVE.

October 9, 2008

To Whom It May Concern:

For the past two years Discovery Program, Inc. joined in partnership with us to provide small group in-depth interventions for students who have deficits in various areas of reading. The program has been received well by our students, parents, and teachers. Teachers commented on the improvement of their students and parents were appreciative of the additional assistance for their children. The educational therapists were flexible in the time that they worked with students and always gave positive feedback.

Post-testing results showed that the students who received reading assistance scored significantly higher on tests following intervention. We look forward to a continued association with Discovery Program, Inc.

Sincerely,

Sandra C. Cox  
Principal

*Norview Elementary School  
Sandra C. Cox, Principal  
6401 Chesapeake Boulevard • Norfolk, Virginia 23513  
phone: (757) 852-4660 • fax: (757) 852-4658*





**Endorsements from schools who have hosted NILD programs (cont.)**



**Norfolk Public Schools**  
NATIONALLY RECOGNIZED. GLOBALLY COMPETITIVE.

October 9, 2008

To Whom It May Concern:

Discovery Rx served 22 struggling students during the 2007-2008 school year. Students participated in small group sessions twice a week that targeted word attack, fluency, and comprehension skills.

The sessions took place before and after school, to avoid pulling tutees out of classroom instruction.

At the beginning of the program, students were given pre-tests to determine appropriate placement in needs groups and give therapists a beginning point for instruction. Tutees were assessed by Discovery Rx therapists again at the close of the program.

Once groups were formed, instructors closely monitored student attendance in sessions. They worked closely with the reading specialist and parents to ensure that students participated in sessions. Students reported enjoying sessions and classroom teachers remarked on improvement in participants' classroom performance.

Sixty-four percent of third and fourth grade participants who were determined to be at risk for achieving SOL benchmarks in Reading were able to achieve at or above benchmarks.

The program greatly benefited students at Norview Elementary because participants were able to learn in small group settings apart from their classrooms. They were not pulled from essential instruction and groups were focused on individual needs. Students were able to improve because they were working from their particular level of ability and moving forward.

Tanja B. Fussell  
Communication Skills Specialist

*Norview Elementary School*  
*Sandra C. Cox, Principal*  
6401 Chesapeake Boulevard • Norfolk, Virginia 23513  
phone: (757) 852-4660 • fax: (757) 852-4658



**Endorsements from schools who have hosted NILD programs (cont.)**



**Norfolk Public Schools**  
NATIONALLY RECOGNIZED. GLOBALLY COMPETITIVE.

October 6, 2008

To Whom It May Concern,

During the 2007-2008, Crossroads Elementary School 1<sup>st</sup> and 2<sup>nd</sup> grade students were selected to participate in the Rx for Discovery Reading, a subsidiary of NILD. The program results reflected significant gains for the students, especially in letter/word recognition and comprehension.

The Discovery Program staff was prompt, organized, professional, flexible, and developed a rapport with the students immediately. The lessons were fast paced and students were praised frequently for their progress. The students were actively engaged in the lessons and enjoyed learning. Classroom teachers also noticed a positive change in the students' confidence and academics.

We look forward to working with the staff again. Your investment in RX for Discovery Reading will continue to provide disadvantaged students with extra support, academically and emotionally, and build the solid foundation needed in the lower grades.

If you have any questions or need additional information, feel free to contact me.

Sincerely,

Linda Edwards  
[lhedward@nps.k12.va.us.com](mailto:lhedward@nps.k12.va.us.com)  
757-531-3050 ext. 3004  
Crossroads Elementary School  
7920 Tidewater Drive  
Norfolk, VA 23505

Crossroads Elementary School  
7920 Tidewater Drive • Norfolk, Virginia 23505  
phone: (757) 531-3050 • fax: (757) 531-3046



### Endorsements from schools who have hosted NILD programs (cont.)

*During the first parent conference of this year for her son Takeyon, Sabrina Rodgers had tears in her eyes as she shared the progress she sees in her 3<sup>rd</sup> grader. Takeyon is receiving the intervention of Park Place School in addition to weekly RX for Discovery Reading educational therapy.*

*Ms. Rodgers sought the help of Park Place School because of the difficulty she saw her son experiencing in his previous school. For years now her teachers have reported his “lack of motivation” and “inability” to perform in the area of reading. Takeyon dreaded going to school and often cried and refused to read aloud when asked to read in front of others. At home, even in a safe environment, Ms. Rodgers could not encourage Takeyon to read successfully.*

*After only six weeks of intervention, Takeyon eagerly asks to read aloud in class, answers questions and even helps other students in his classroom. Last week at home while Ms. Rodgers was cooking dinner, she overheard Takeyon asking his older brother if he could please read to him. Ms. Rodgers said tears streamed down her cheeks because she never imagined hearing her child read aloud successfully, especially by his own choice. As he reads, she notices his use of strategies for decoding and understanding what he reads. She is overwhelmed with the difference she sees in Takeyon as a result of these new reading skills and she said she will continue to share this program with other parents in her neighborhood who have students that are struggling academically.*

Allison Mullinax

Vice Principal

Park Place School

Norfolk, VA

[allison.mullinax@gmail.com](mailto:allison.mullinax@gmail.com)

757-624-3473



Student/Parent testimonials

# Memorandum

**To:** Patricia Williams, Principal –Westhaven Elementary  
**CC:** Patricia Perry, Community Services Manager  
**From:** Hattie Williams, Parent  
**Date:** 10/3/2008  
**Re:** Discovery Program, Inc - Thank You Testimonial

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Mrs. Perry, before I knew of the “Discovery Program”, I had a Child Study done on my child seeking and looking for help with her reading and comprehension skills. I started to pray, “**Because the Lord is my Shepherd, I have everything I need! Psalm 23:1**” and he answered that prayer when your program was brought to our school. I am please to say that my child level of competency went from below grade level to exceeding grade level expectations. It is programs like these that encourage and help students to challenge themselves and work up to their potential that we need to guide our future leaders of America. Thank you again for all your help!!

Hattie Williams, Portsmouth, VA

October 10, 2008

To Whom it May Concern,

My son Chandler received tutoring from RX Discovery Program for the second semester of the 2007-08 school year. During the time I noticed a significant improvement in learning decoding skills, improving reading skills, and phonics. Classroom performance and reading at home improved throughout the semester. The results of learning new skills through the program has continued to be demonstrated this school year in the second grade. I would love to have him continue the program this year. His most recent progress report demonstrated his improvement in reading which I contribute to his participation in the reading program.

Sincerely,

*Rhonda Claudie*



### Student/Parent testimonials (cont.)

*I am requesting that my son, Steven Webb, be placed in the Discovery RX Reading Program this year. Last year, Steven was not mastering the reading skills from the Scott Foresman Reading series and was discouraged and frustrated with school. After placing him in this program, I saw an improvement in his Reading comprehension, vocabulary, and spelling scores. Also, he enjoyed the class and the instructor. I hope you will be able to accommodate this request. As a teacher, I know there are many ways to deliver instruction. The Discovery RX Reading Program was able to help my child with his reading skills and improve his self-esteem.*

Mary Webb

Portsmouth, VA (Olive Branch Elementary School)

*I really struggled with my attentiveness in the classroom. One teacher even suggested that I had ADD! My math skills were pretty much nonexistent and my reading skills were way below my grade level. [My cousin] also had struggled with her own learning disabilities while not having access to this sort of [NILD] program. Because of it school was incredibly hard for her and she hated it. She is very intelligent but her reading comprehension issues kept her from achieving what she was fully capable of. I know that if she was able to participate the NILD program school would have been very different for her. College was too overwhelming and demanding with her continuing learning problems. While I, on the other hand, graduated with my Bachelor Degree in Psychology with a GPA over 3.0. I mention this only to emphasize the terrible need for this program to be in schools all across the United States as well as the rest of the world.*

Amanda (Smith) Chapple, Lewisburg, PA

*After a lot of hard work and three years in the program I began to see a difference...I was no longer the slowest worker. I could understand new concepts much easier, sometimes quicker than my friends. This boost in confidence helped me to apply myself even more.... By the time I was in high school I was no longer getting Cs and Ds on my report cards, I was earning As and Bs! School was no longer a daunting task, it was a challenge I felt ready to face. This program has helped me to face*



### Student/Parent testimonials (cont.)

*life's struggles differently. Instead of beginning with a defeated attitude I dive in and try my best, relying on the things I have learned...because of the skills I learned there [NILD program] that I was able to earn a bachelors degree in Elementary Education.*

Brittany (Smith) Wilson, Lancaster, PA

*Hindsight is 20/20 vision. When I look back at my daughter's school years, I can clearly see the signs of her learning disabilities: a kindergarten teacher reminding me to watch her letter and number reversals, the difficulties she had learning to read, a third grade teacher who seemed overly concerned with her SAT scores, and finally a sixth grade teacher who suggested testing. Six important educational years would pass before I would address my daughter's learning disability. [T]est results showed a significant problem in her spatial perception, a problem that could be treated with medication. We were hoping for an alternative plan to medication. That alternative was provided. We did enroll Dannika [in NILD Educational Therapy], a very bright 7th grader who had a very real learning disability. We saw measurable improvement in her just in the first year. Math was her weakest subject. By the last 6 weeks of school, Dannika made all A's on her report card, including an A in Pre-Algebra, an accomplishment she had never made before. These grades were earned in all regular classes with no modifications.*

Jo Lynn, mother of Dannika, Rainbow City, AL

*I began to improve right away. My coordination became better. (My cheerleading motions were now in unison with the rest of the squad instead of backwards!) My mom says my handwriting improved and I was even runner up in the Junior High Spelling Bee...NILD has helped me bring my grades up to honors level. Now I finish my homework quickly and have more time for SGA and basketball.*

Dannika, Rainbow City, AL

**Student/Parent testimonials (cont.)**

*I would like to express how thankful I am for the tremendous progress my daughters have made at Park Place School during the 2007-2008 school year while they both received RX for Discovery Reading Therapy.*

*My youngest daughter, Atiah, began as a second grader receiving Educational Therapy at Park Place School last year. The previous year, she attended first grade at a public school in the City of Virginia Beach where she was struggling academically. Her teachers noticed Atiah's difficulties, but her specific areas of weakness were not being addressed. Atiah had difficulty reading very simple sentences and she could not remember what she had just read.*

*After receiving Educational Therapy for only one year, Atiah has made great progress in the area of reading. A child that could not read before now asks me to go to the library, even on her summer break! She has read three chapter books independently and practices her math using the skills she has been taught from her previous school year.*

*Atiah now receives RX for Discovery Reading intervention twice a week at school and I have continued to see amazing improvement in her reading skills in just the first few weeks of school. In only the first few weeks of school, Atiah has scored an 88 in reading and a 98 in spelling, subjects she once failed in. I can't believe the progress I can see!*

*My older daughter, Kyandra, attended Park Place School last year as a fifth grader and received RX for Discovery Reading for two full years due to her struggles in reading. Kyandra has always struggled academically, but she continues to persevere through the difficulties of learning now due to the strategies she has learned in Educational Therapy. Her teachers and educational therapists have been sensitive to her struggles with learning, but they challenged her to think and excel beyond where she ever thought she was capable.*



**Student/Parent testimonials (cont.)**

*The intervention she has received has built her self-esteem up in ways I never thought possible. Kyandra has not only excelled academically, but she was encouraged to participate in student activities due to the confidence she gained academically, which has allowed her to grow in her relationships with her peers. In addition, both of my daughters have made tremendous gains on their annual Kaufman Test of Achievement that is administered at Park Place School each year.*

*I can't thank the Lord enough for proving such an intervention program for my children. Both my daughters have made such tremendous strides academically and have grown in confidence. When children have struggles in learning it can cause low self-esteem. Many children do not like other children to know they struggle academically. The environment at Park Place School and the RX for Discovery Reading they receive each week provides a safe haven for children with learning disabilities and has allowed me to see more progress in my girls than I ever imagined!*

Latonya Bryant

Norfolk, VA

757-416-5424





## Research—Doctoral Dissertations

*Effects of NILD Educational Therapy<sup>®</sup> for Students with Learning Difficulties* (March 2008)

Presented by Kathy A. Keafer, Ed.D.

*An Analysis of Rx for Discovery Reading<sup>®</sup> for Elementary Students Below Average in Reading* (Oct 2007)

Presented by Susan K. Stanley, Ed.D.

*Mediated and Collaborative Learning for Students with Learning Disabilities* (August 2001)

Presented by Gail L. Collins, Ed.D.

*Voices Heard in Educational Therapy for the Remediation of Learning Disabilities in Christian Schools* (1999)

Presented by Susan K Hutchison, Ed.D.

*A Study of the Effect of Interactive Language in the Stimulation of Cognitive Functioning for Students with Learning Disabilities* (May 1996)

Presented by Kathleen R. Hopkins, Ed.D.



## **NILD's approach to training educational therapists**

### **What is an NILD Educational Therapist?**

An NILD educational therapist is an individual who holds a bachelor's (or higher) degree in education or a related field and has been trained by NILD to work with students who have learning difficulties. An NILD educational therapist provides intervention as part of a program in a school setting, independently in private practice or through community-based models such as NILD Learning Centers. This person is a trained professional holding or working toward NILD certification (Certified Educational Therapist – CET).

### **What Training is Involved?**

An average of five years is required to become a fully-trained NILD educational therapist. Training for NILD Educational Therapy® is progressive and includes 240 hours of instruction in the following formats:

- Level I Course (intern qualified to begin giving educational therapy) (80 hours)
- Level II Course (taken after minimum of 1 year experience) (80 hours)
- Level III Course (available after Levels I & II, an onsite evaluation and 200 student contact hours) (80 hours)

NILD Certification is available upon satisfactory completion of Levels I, II & III, and a demonstration of effectiveness in working with students. Supplemental to the training courses are professional development activities such as:

- Annual Regional Conferences (required for continued training and NILD Certification)
- On-Site Supervisions (required for Level III training and NILD Certification)
- Program Validation (available to school or private practice programs after 5 years)



## **NILD educational therapy student services**

### What is NILD Educational Therapy®?

NILD Educational Therapy® was developed to treat assumed, underlying causes of learning difficulties rather than simply treating the symptoms. It is a true therapy in that it aims the intervention just above the student's level of functioning and raises expectations for performance. Students are trained to view themselves as competent, confident learners. The goal of NILD Educational Therapy® is to help students develop tools of independent learning in the classroom and in life.

Students in NILD Educational Therapy® receive two 80-minute sessions of intensive educational therapy per week. This can be either in individual or small group settings. These sessions include a variety of techniques designed to address students' specific areas of difficulty and to improve their overall ability to think, reason and process information. Techniques emphasize basic skill areas such as reading, writing, spelling and math, applying reasoning skills within each area.

Students are taught by educational therapists, who are trained specifically in NILD methodology and receive on-going graduate level training leading to NILD certification. Regular collaboration between the educational therapist, parents and classroom teachers is encouraged in order to assess progress and appropriately adjust educational programs for each student.

### How is NILD Different from Tutoring?

The focus of NILD Educational Therapy® is the development of clear, efficient thinking. Students are given tools to enable them to overcome specific learning weaknesses. Tutoring typically focuses on content while educational therapy builds efficient learning processes. NILD Educational Therapy® teaches students how to think rather than what to think.



### **NILD educational therapy student services (cont.)**

NILD Educational Therapy<sup>®</sup> is skill-oriented, improving basic learning skills so students can learn and retain content.

#### Students become better able to:

- stay focused on the teacher's voice
- accurately hear and remember what the teacher is saying
- read visual information on the board, transparencies, or computer screen
- understand the main points of what the teacher is saying and decide the significant information to record
- remember how to spell the words being recorded
- record information legibly

#### Educational therapists become better able to individualize intervention by:

- focusing specifically on students' areas of difficulty and dealing with problems as they arise during the actual learning process
- maintaining the intensity of focus needed to help the student work through difficulties
- developing the trust needed to free the student to accept and work on difficult areas

#### Parents become better able to:

- provide structure and accountability
- supervise homework
- maintain regular contact with the educational therapist to increase understanding of the therapy process and collaborate in providing an effective program for their child

#### Who is a Candidate for this Program?

Potential students for this program are those experiencing obvious frustration in areas of school performance. Poor spelling, illegible handwriting, inability to express thoughts verbally or in writing, and difficulty with reading and math are common indicators of a learning difficulty.



### **NILD educational therapy student services (cont.)**

Learning difficulties are diagnosed through a battery of tests that measure and compare students' potential with their actual performance. NILD educational therapists work in conjunction with qualified examiners and can assist parents in completing appropriate psychological and educational assessments.

Students complete their programs when they become independent and successful in the regular classroom. This decision is based upon recommendations from the educational therapist, parents and classroom teachers and usually takes a minimum of three years.

Strategies learned in educational therapy should enable students to remain independent and successful throughout their school years. They generally develop skills to pursue a career in the field of their choice. Learning difficulties can be addressed whenever they are identified, not just in childhood. The NILD techniques are effective regardless of age and can be adapted to all levels of functioning.

#### How & Why Does the Program Work?

Research is indicating that thinking can be changed through intensive, focused intervention. Students are trained to think for themselves rather than depending upon a teacher or parent to think for them. Language and thinking skills are interdependent so that when one skill develops the other is also strengthened. Educational therapists are trained to develop language and thinking through effective questioning. Students are taught to defend their answers and to reflect upon their thinking processes. They transition from dependent learners to those who think and reason independently. Following NILD Educational Therapy<sup>®</sup> treatment few, if any, adjustments or modifications need to be made in the students' academic programs.

#### Other Services:

##### *Group Educational Therapy (GET)*

Same as the one-on-one model described above but fine-tuned for a single therapist to serve groups of four to six students at a time. Provides cost savings for parents with enhanced development opportunities for students due to group dynamics, collaboration, and team support.



### **NILD educational therapy student services (cont.)**

#### *Rx for Discovery Reading*

A reading program designed for children ages 6-18 who struggle to read. Establishing the essential foundational skills necessary for reading is the focus of this program. This includes phonemic awareness, phonics, and fluency. This multi-sensory approach to discovering reading is a fun and effective approach to building and strengthening reading skills.

#### *Group Rx for Discovery Reading*

Same as the one-on-one model described above but fine-tuned for a single therapist to serve groups of four to six students at a time. Provides cost savings for parents and enhanced development opportunities for students due to group dynamics, collaboration, and team support.

*Rx for Discovery Math* (currently in development; released for pilot testing June 2009)

#### *Search & Teach©*

An early intervention program developed to meet the educational needs of young learners before they experience the frustration of learning failure. This differs from NILD Educational Therapy®, which was designed to help students who have documented learning difficulties, and in many cases have already experienced frustration and failure in the regular classroom.

SEARCH is a 20-minute individual test designed to identify 5 and 6-year-olds who are vulnerable to learning difficulty, and to provide profiles of individual strengths and weaknesses in the readiness skills necessary for reading success.

TEACH is a program of 55 learning activities called tasks, carefully designed to address the needs revealed by a SEARCH screening. TEACH is offered to individuals in a one-on-one setting, allowing the student to move through the tasks needed at the rate of their own development.



**Inner City education model for at risk students from low income backgrounds**

*(modeled after Park Place School, located in Norfolk, VA):*

Park Place School ([www.parkplaceschool.org](http://www.parkplaceschool.org)) provides at-risk elementary school students from low-income backgrounds the basic reading, spelling and math skills necessary for academic success, within a Judeo-Christian environment. Students, entering the 3rd grade who have difficulty learning and who read below grade level are candidates for admission. The goal of Park Place School is to sufficiently strengthen the academic skills of at-risk students, to enable them to return to public school in the sixth grade armed with the tools to succeed, and to graduate from high school.

Psycho-educational assessments of Park Place School students indicate that many do not meet eligibility criteria for special education in the public system. Yet, they continue to fall further and further behind their classmates in the critical areas of reading, writing and math. They have failed the Virginia Standards of Learning tests, and many of them have been retained at least one year. In addition, some have an undiagnosed learning difficulty that requires special teaching methods.

Park Place School's specialized methods of educational instruction are based upon the education intervention developed by the National Institute for Learning Development (NILD). Educational intervention equips students to be independent thinkers motivated to learn. Hope and success are restored.