




**Building the Competence & Confidence
of
Those Who Struggle to Learn**

**Why NILD Educational Therapy®
Works!**



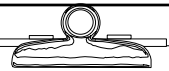
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Overview

- **Established in 1982**
- **Builds competence and confidence**
- **Competence/cognitive**
- **Confidence/affective**
- **Goal: life-long learning**

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NILD Distinctives

NILD uses interactive language and dynamic intervention to develop core academic skills and higher order processing through:

- **explicit and intentional instruction**
- **inductive reasoning and Socratic questioning**
- **guided practice and systematic feedback**
- **self-regulation and transfer**

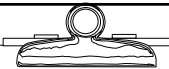
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Interactive Language

- Permeates student/therapist interaction
- Clear, oral responses
- Language directs thinking

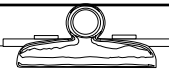
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Dynamic Intervention

- Program not scripted
- Responses direct questioning


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**Core Academic Skills vs.
Higher Order Processing**

- non-tutorial
- process plus content
- vigilance created

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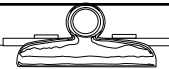


Explicit and Intentional Intervention

- **Students with learning difficulties do not learn easily or incidentally**
- **Research says students need:**
 - **explicit instruction**
 - **intentional delivery of intervention**
 - **intensity focused on individual needs**

(Lyon, Fletcher, Fuchs, Chhabra)

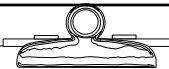
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Inductive Reasoning and Socratic Questioning

- **Discovery Program**
- **Specific to general**
- **Heart of critical thinking**


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Guided Practice and Systematic Feedback

- **Cumulative review guided by questioning**
- **Explaining process**
- **Exploring options**
- **Accessing prior experience/knowledge**
- **Student active participant**
- **Principles of effective instruction cited by research.**

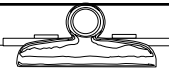
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Self-regulation and Transfer

- **Curbing impulsivity**
- **Builds confidence for independent functioning**
- **Builds precision and clarity in verbal expression**
- **Builds association skills**

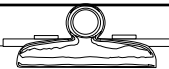
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Addressing Learning Challenges

- **Raise expectations for cognitive, affective change**
- **Build confidence for independent functioning**

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How vs. What to Think

- **Tutoring is content driven**
- **Promotes self-directed motivation to learn**
- **Develops strategic thinking**
- **Facilitates independent, confident performance**

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Breaches in the Learning Wall

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Repairing the Breaches

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