

BOOKS AVAILABLE FROM NILD

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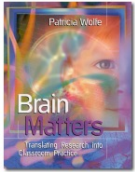
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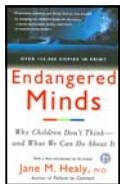
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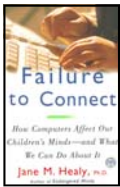
Brain Matters: Translating Research into Classroom Practice

Patricia Wolfe, Ed.D.



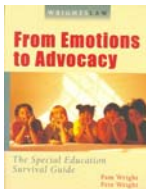
Endangered Minds: Why Children Don't Think--and What We Can Do About It

Jane M. Healy, Ph.D.



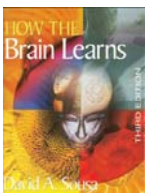
Failure to Connect

Jane M. Healy, Ph.D.



From Emotions to Advocacy

Pete Wright, Esq.
Pam Wright, M.A., M.S.W.



How the Brain Learns, Third Edition

David A. Sousa, Ed.D.

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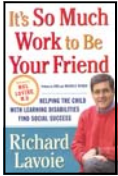
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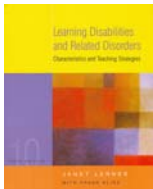
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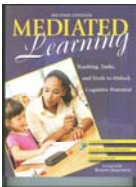
It's So Much Work to Be Your Friend

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



Learning Disabilities and Related Disorders (10th edition)

Janet Lerner, Ph.D.



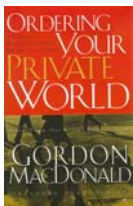
**Mediated Learning In and Out of the Classroom
(2nd edition)**

Reuven Feuerstein, Ph.D.



Nurturing Resilience in Our Children

**Robert Brooks, Ph.D.
Sam Goldstein, Ph.D.**



Ordering Your Private World

Gordon MacDonald, D.D.



A Parent's Guide to Learning Disabilities

**Alice D'Antoni Phillips, Ed.D.
Darrel G. Minifie, Ed.D.
Elsie R. Minifie**

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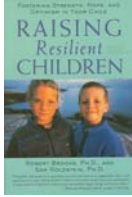
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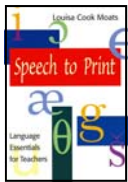
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Raising Resilient Children

**Robert Brooks, Ph.D.
Sam Goldstein, Ph.D.**



Speech to Print

Louisa Cook Moats, Ed.D.



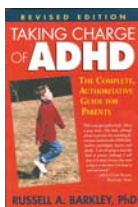
Tales of Mr. Boo (Set 1)

Lori Anne Fanning



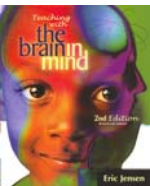
Tales of Mr. Boo (Set 2)

Lori Anne Fanning



Taking Charge of ADHD

Russell A. Barkley, Ph.D.



Teaching With the Brain in Mind (2nd edition)

Eric Jensen, Ph.D.

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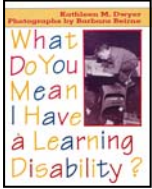
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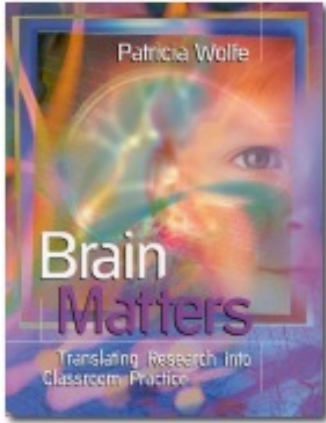
What Do You Mean I Have a Learning Disability?

Kathleen M. Dwyer, M.Ed.



Your Defiant Child

**Russell A. Barkley, Ph.D.
Christine M. Benton**



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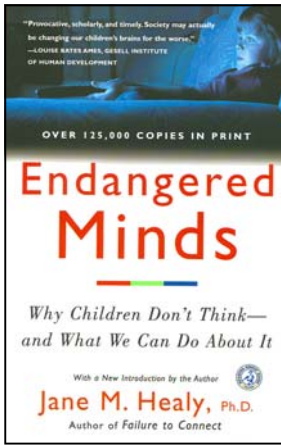
Brain Matters: Translating Research into Classroom Practice

by Patricia Wolfe Ed.D., 2001, Association of Supervision and Curriculum Development.

From the back cover: Everyone agrees that what we do in schools should be based on what we know about how the brain learns. Until recently, however, we have had few clues to unlock the secrets of the brain. Now, research from the neurosciences has greatly improved our understanding of the learning process, and we have a much more solid foundation on which to base educational decisions.

In this book, Patricia Wolfe makes it clear that before we can effectively match teaching practice to brain functioning, we must first understand how the brain functions. In Part 1, several chapters act as a mini-textbook on brain anatomy and physiology. Then, in Part 2, Wolfe brings brain functioning into clearer focus, describing how the brain encodes, manipulates, and stores information. This information-processing model provides a first look at some implications of the research for practice -- why meaning is essential for attention, how emotion can enhance or impede learning, and how different types of rehearsal are necessary for different types of learning.

In Part 3, Wolfe devotes several chapters to practical classroom applications and brain-compatible teaching strategies. This section shows how to use simulations, project, problem-based learning, graphic organizers, music, rhyme, and rhythm, writing, active engagement, and mnemonics; and each chapter provides examples using brief scenarios from actual classroom practice, from lower elementary to high school. The book also includes a glossary of terms.

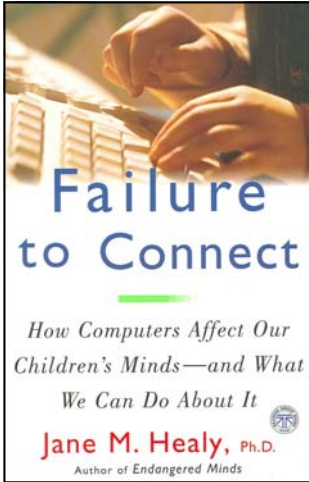


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Endangered Minds by Jane M. Healy, Ph.D., 1990

From the back cover: In this landmark, bestselling assessment tracing the roots of America's escalating crisis in education, Jane M. Healy, Ph.D., examines how television, video games, and other components of popular culture compromise our children's ability to concentrate and to absorb and analyze information. Drawing on neuropsychological research and an analysis of current educational practices, Healy presents in clear, understandable language:

- How growing brains are *physically* shaped by experience
- Why television programs--even supposedly educational shows like *Sesame Street*--develop "habits of mind" that place children at a disadvantage in school
- Why increasing numbers of children are diagnosed with attention deficit disorder
- How parents and teachers can make a critical difference by making children good learners from the day they are born



Failure to Connect

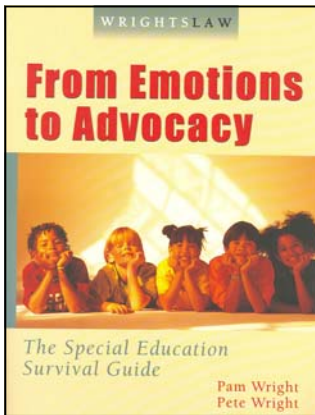
by Jane M. Healy, Ph.D., 1998

From the back cover:

- ◇ When should children start using computers?
- ◇ How should schools incorporate computer use into their curriculum?
- ◇ Which types of computer software programs should be avoided?
- ◇ Are children who don't have computers in class and at home doomed to fall behind their peers?

Few parents and educators stop to consider that computers, used incorrectly, may do far more harm than good to a child's growing brain and social/emotional development. In this comprehensive and practical guide to kids and computers, Jane M. Healy, Ph.D., author of ground breaking bestseller *Endangered Minds*, examines the advantages and drawbacks of computer use for kids at home and school, exploring its effects on their health, mental development, and creativity.

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From Emotions to Advocacy

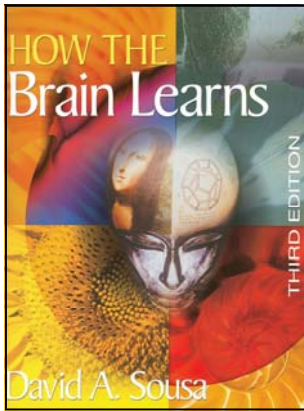
by Pam Wright, M.A., M.S.W., and Pete Wright, Esquire, 2004

From the back cover: Are you beginning to advocate for a child with a disability? Are you confused and overwhelmed at school meetings? Are your emotions interfering with your ability to advocate for your child? Are you an experienced advocate who needs a good reference book?

In **Wrightslaw: From Emotions to Advocacy**, Pete and Pam Wright teach you how to plan, prepare, organize--and get quality special education services. In this comprehensive, easy-to-read, book, you learn about--

- ◆ Your child's disability and educational needs
- ◆ Creating a simple method for organizing your child's file
- ◆ Devising a master plan for your child's special education
- ◆ Roles of experts: consultants and independent evaluators
- ◆ Writing SMART IEP goals and objectives
- ◆ Using test scores to monitor your child's progress
- ◆ Understanding parent-school conflict - why it is inevitable and how to solve it
- ◆ Creating paper trails; writing effective letters
- ◆ Writing persuasive "Letters to the Stranger"
- ◆ Using worksheets, agendas, and thank you letters
- ◆ Strategies to improve meeting outcomes
- ◆ Negotiating for special education services

This practical, user-friendly book includes hundreds of strategies, tips, references, warnings, and Internet resources. Use the appendices to find contact information for hundreds of disabilities information groups, parent training and information groups, state departments of education, and legal and advocacy organizations.



How the Brain Learns - Third Edition

by David A. Sousa, Ed.D., 2006

From the back cover: How the Brain Learns, Third Edition, the newly revised and updated edition of this powerful and practical bestseller, examines remarkable new research and developments in brain functioning while continuing its successful tradition of translating this information into effective classroom strategies and activities.

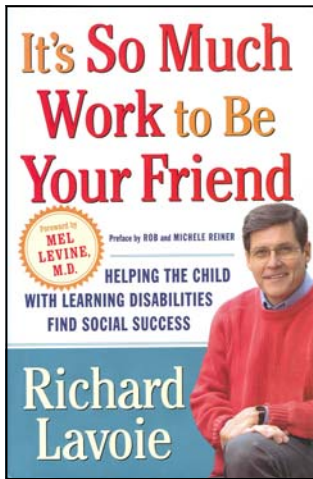
In this revised edition, best-selling author David A. Sousa explores source material on brain research, including basic brain structures, how the brain processes information, memory and retention, and the transfer of knowledge to enhance present and future learning. In addition to critical new research about how the brain acquires language, the updated text includes

- ◆ An expanded chapter on thinking skills applying the recently revised Bloom's Taxonomy
- ◆ A revised Information Processing Model to reflect new terminology and understanding about memory systems
- ◆ Additional new examples of how emotions influence learning and memory
- ◆ New Practitioner's Corners to assess understanding of major concepts and how these translate into effective classroom strategies
- ◆ Updated bibliography and Internet resources
- ◆ An engaging new 2-color interior design

How the Brain Learns, Third Edition, is an indispensable tool for all educators--school administrators and teachers, staff developers, preservice students and faculty, and parents who want to better understand the way their children process and retain information.

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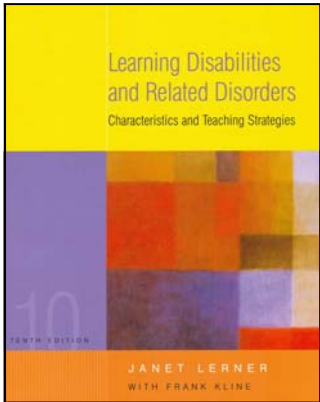
It's So Much Work to Be Your Friend

by Richard Lavoie, M.A., M.Ed., 2005

It's So Much Work to Be Your Friend offers practical strategies to help learning disabled children ages six through seventeen navigate the treacherous social waters of their school, home, and community. Rick examines the special social issues surrounding a wide variety of learning disabilities, including ADD and other attentional disorders, anxiety, paralinguistics, visual-spatial disorders, and executive functioning. Then he provides proven methods and step-by-step instructions for helping the learning disabled child through almost any social situation, including choosing a friend, going on a playdate, conducting a conversation, reading body language, overcoming shyness and low self-esteem, keeping track of belonging, living with siblings, and adjusting to new settings and situations.

Perhaps the most important component of this book is the author's compassion. It comes through on every page that Rick feels the intensity with which children long for friends and acceptance, the exasperation they can cause in others, and the joy they feel in social connection. *It's So Much Work to Be Your Friend* answers the most intense yet, until now, silent need of the parents, teachers, and caregivers of learning disabled children--or anyone who is associated with a child who needs a friend.

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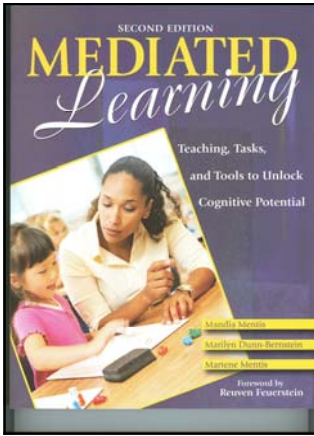
Learning Disabilities and Related Disorders 10th edition

by Janet Lerner, Ph.D., 2006

From the back cover: Learning Disabilities and Related Disorders continues to set the standard for preservice teachers, inservice teachers, and other professionals intent on identifying and helping students with learning disabilities and related disorders.

The Tenth Edition stresses familiarity with state and national standards, specifically those from the Council for Exceptional Children (CEC). The issues surrounding diversity, namely the assessment and evaluation of students from different cultural and linguistic backgrounds; Attention Deficit Disorder (ADD); and inclusion are discussed at length. This edition includes information about the *2004 Reauthorization of the Individuals with Disabilities Education Act (IDEA)* and its influence on the field of learning disabilities.

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Mediated Learning: Teaching, Tasks, and Tools to Unlock Cognitive Potential

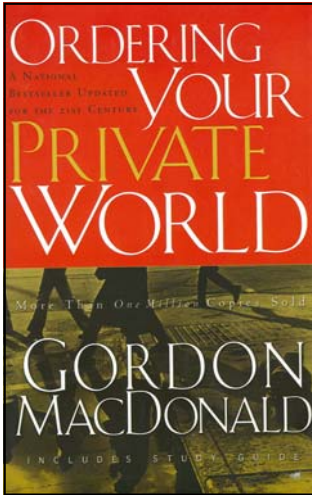
by Mandia Mentis, Marilyn Dunn-Bernstein, Martene Mentis
forward by Reuven Feuerstein, 2008

From the back cover: All individuals have the potential to change and learn. Using Reuven Feuerstein's theory that educators can enhance intelligence and change the way students think with the right kind of intervention, the authors provide teachers and counselors with practical strategies to help at-risk students develop cognitive skills and become more effective thinkers and learners. In this new edition, readers will find an expanded discussion of mediated learning, explanations and applications of the Cognitive Map and Structured cognitive Modifiability, and reflective activities for the educator.

Through case studies and in-depth coverage of meta-cognition, meta-learning, meta-teaching, and meta-tasking, this user-friendly resource shows educators how they can

- ◆ Analyze learners' cognitive skills
- ◆ Modify tasks to advance learning
- ◆ Promote the use of effective thinking skills
- ◆ Encourage autonomous learning

Mediated Learning, Second Edition, offers highly effective intervention techniques to increase student motivation, improve students' problem-solving skills, and strengthen their thinking processes.



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Ordering Your Private World

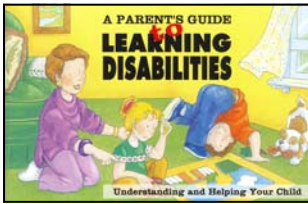
by Gordon MacDonald, D.D., 2003

From the back cover: We have schedule planners, computerized calendars, and self-stick notes to help us organize our business and social lives every day. But what about organizing the other side of our lives--the spiritual side?

One of the great battle grounds of the new century is within the private world of the individual. The values of our Western culture incline us to believe that the busy, publicly-active person in ministry is also the most spiritual.

Tempted to give imbalanced attention to the public world at the expense of the private, we become involved in more programs, more meetings. Our massive responsibilities at home, work, and church have resulted in a lot of good people on the verge of collapse.

In this timely update of his classic *Ordering Your Private World*, Gordon MacDonald equips a new generation to live life from the inside out, cultivating the inner victory necessary for public effectiveness.



A Parent's Guide to Learning Disabilities

by Alice D'Antoni Phillips, Ed.D., Darrel G. Minifie, Ed.D., Elsie R. Minifie, 2004

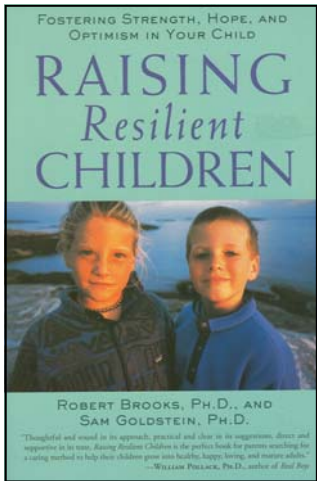
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“For the most part, children with learning disabilities are like any other children. Their vision and hearing are usually normal. They have no physical handicaps. They have average or above average intelligence. The main difference is that they learn differently from most of their classmates. Learning disabilities are diagnosed in more boys than girls, but the reason for this difference is not clear.

Sometimes the special problems of children with learning disabilities are hidden and easily overlooked. These children are often puzzles to parents and teachers alike. As they move through school, they usually fall further and further behind. They begin to see themselves as failures, as “dumb.” Because they lack self-confidence, their social and emotional growth may also be affected.

It doesn't have to be this way, though. Children with learning disabilities *can* be helped. First of all, the problems must be identified and diagnosed as early as possible. With time, effort, and appropriate treatment and intervention, a child with learning disabilities can achieve academic and personal success.

Some of the problems that your child with learning disabilities may have are described on the following pages. Most children experience some of these difficulties in the normal course of growing up. But children with learning disabilities face a *number* of them *over and over again*.

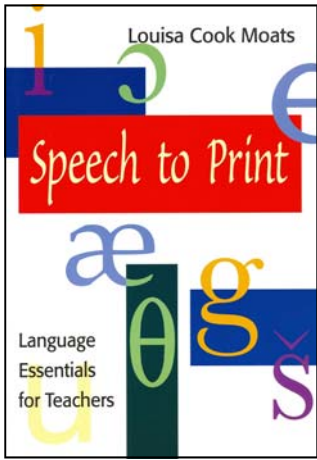


Raising Resilient Children

by Robert Brooks, Ph.D. and Sam Goldstein, Ph.D., 2001

From the back cover: In this seminal parenting work, renowned psychologists Robert Brooks and Sam Goldstein explain why some kids are able to overcome overwhelming obstacles while others become victims of early experiences and environments. From this research they have developed effective strategies you can add to your parenting practice to prepare your children for the challenges of today's complicated, ever-changing world. *Raising Resilient Children* is an engaging and wise work filled with vivid anecdotes from the authors' own practices that will inspire parents and anyone concerned about today's youth.

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Speech to Print

by Louisa Cook Moats, Ed.D., 2000

From the back cover: Why should teachers study language? Because knowledge of language is the foundation for teaching children to read explicitly and systematically. In this thorough and accessible book--from a leader in the literacy field--readers will

- ◆ understand the organization of written and spoken English
- ◆ discover the connection between language structure and how individuals learn to read
- ◆ get examples of students' writing to help interpret children's mistakes
- ◆ apply the concepts of phoneme awareness, spelling, vocabulary, and comprehension in sample lesson plans and adaptations

All of this will enable educators to identify, understand, and--most important--solve the problems students with or without learning disabilities may encounter when learning to read and write. *Speech to Print* is every educator's indispensable resource for teaching language arts effectively.



[BACK](#)

Tales of Mr. Boo - (Set 1)

Written and illustrated by Lori Anne Fanning, 2005

The *Tales of Mr. Boo* stories are designed to help children improve their reading skills and identify and learn the many ways to spell same sounds in the English language while also providing practice to improve reading fluency. Plus they are just plain fun to read!

- ◆ Great supplement for educational therapy sessions
- ◆ Each book focuses on one sound
- ◆ Can be used to supplement the NILD Educational Therapy® techniques of Blue Book, Above Level Reading, Oral Reading, and more
- ◆ Reading level of each book by *Lexile Framework for Reading*

Titles - Set 1 (Grade level range for both sets - 2.6 to 3.9)

Clown, Hound, and Mr. Boo (ü)

Dr. Drool Helps Brown Hound (aû)

Roy and Troy Go to Camp (oi)

Paul, the Camp Bully (ô)

Chirp, Chirp, Chirp (ər)



Tales of Mr. Boo - (Set 2)

Written and illustrated by Lori Anne Fanning, 2005

The *Tales of Mr. Boo* stories are designed to help children improve their reading skills and identify and learn the many ways to spell same sounds in the English language while also providing practice to improve reading fluency. Plus they are just plain fun to read!

[BACK](#)

- ◆ Great supplement for educational therapy sessions
- ◆ Each book focuses on one sound
- ◆ Can be used to supplement the NILD Educational Therapy® techniques of Blue Book, Above Level Reading, Oral Reading, and more
- ◆ Reading level of each book by *Lexile Framework for Reading*

Titles - Set 2 (Grade level range for both sets - 2.6 to 3.9)

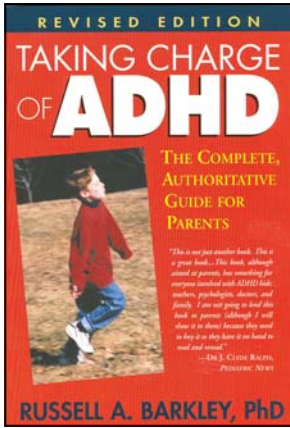
Jake and Jane Go Sailing (ā)

Egypt (ē)

Spider Island (ī)

Little Joe (ō)

Buella Saves the Circus (yū)



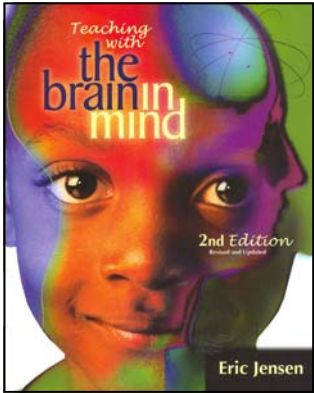
[BACK](#)

Taking Charge of ADHD

By Russell A. Barkley, Ph.D., 2000

From the back cover. A treasured parent resource since its publication, *Taking Charge of ADHD* has now been revised and updated to incorporate the most current information on ADHD and its treatment. From internationally renowned ADHD expert Russell A. Barkley, the book empowers parents by arming them with the up-to-date knowledge, expert guidance, and confidence they need. Features of the revised edition include:

- ◆ A step-by-step plan for behavior management that has helped thousands of children with ADHD
- ◆ Hard data that clear up current controversies about increased diagnosis and stimulant use
- ◆ New strategies that give children greater chances of success at school and in social situations.
- ◆ Advances in genetic and neurological research that enhance our understanding of what causes ADHD
- ◆ Practical advice for parents on managing stress and keeping peace in the family
- ◆ Updated descriptions of books, organizations, and Internet resources that families can trust



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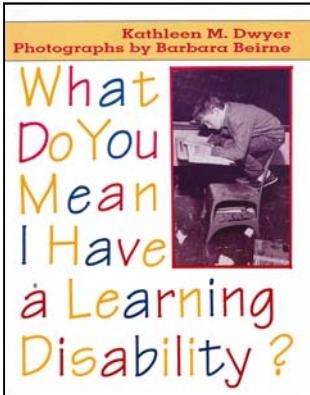
Teaching With the Brain In Mind (2nd edition)

By Eric Jensen, Ph.D., 2005

From the back cover. In easy to understand, engaging language, Jensen provides a basic orientation to the brain and its various systems and explains how they affect learning. After discussing what parents and educators can do to get children's brains in good shape for school, Jensen goes on to explore topics such as motivation, critical thinking skills, environmental factors, the "social brain," emotions, and memory. He offers fascinating insights on a number of specific issues, including

- ◆ How to tap into the brain's natural reward system.
- ◆ The value of feedback.
- ◆ The importance of prior knowledge and mental models.
- ◆ Why stress impedes learning.
- ◆ How social interaction affects the brain.
- ◆ How to help students improve their ability to encode, maintain, and retrieve learning.
- ◆ Ways to connect brain research to curriculum, assessment, and staff development.

Jensen's message to educators is simple: You have far more influence on students' brains than you realize...and you have an obligation to take advantage of the incredible revelations science is providing. The revised and updated edition of *Teaching With the Brain In Mind* helps you do just that.



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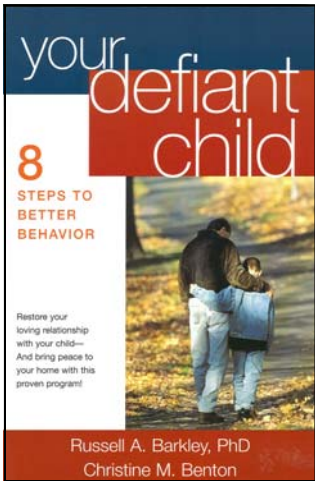
What Do You Mean I Have a Learning Disability?

By Kathleen M. Dwyer, M.Ed., 1991

Ten-year-old Jimmy just accepts the fact that other kids can do things better than he can. It's always been that way--but now Jimmy is starting to think there must be a reason. One day he whispers to his cat, "I'm so stupid. I know I am."

This true story has a happy ending. One of Jimmy's teachers encouraged his parents to have Jimmy tested, and it turned out that he had a learning disability. Hard work and perseverance, and the support of his family, helped Jimmy overcome his disability.

For children who are learning disabled, and for their families and friends, this inspiring book offers encouragement and support in a shared effort.

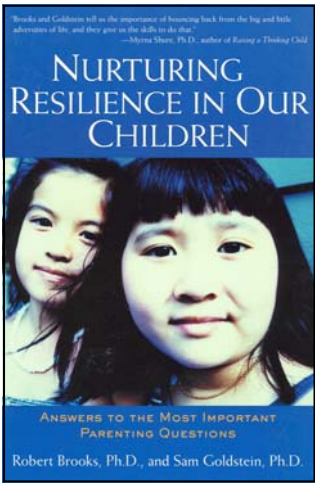


Your Defiant Child

By Russell A. Barkley, Ph.D. and Christine M. Benton, 1998

From the back cover. Every child has “ornery” moments, but more than 1 in 20 American children exhibit behavior problems that are out of control. If you are struggling with an unyielding or combative child, this book offers you the understanding and guidance you need. Drawing on Dr. Russell A. Barkley’s many years of work with parents and children, the book clearly explains what causes defiance, when it becomes a problem, and how it can be resolved. Its comprehensive eight-step program emphasizes consistency and cooperation, promoting changes through a system of praise, rewards, and mild punishment. Filled with practical charts, questionnaires, and checklists, *Your Defiant Child* helps you get your child’s behavior back on track and reduce family stress overall.

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Nurturing Resilience in Our Children

by Robert Brooks, Ph.D. and Sam Goldstein, Ph.D., 2003

From the back cover: *Nurturing Resilience in Our Children* is Robert Brooks and Sam Goldstein's follow-up to their revolutionary bestseller, *Raising Resilient Children*. Here they expand their theory of resilience with in-depth answers to the many questions they've received from parents just like you.

In *Nurturing Resilience in Our Children*, you will learn how to help your children acquire the building blocks of resilience and reinforce those lessons on a day-to-day basis. When you instill resilience in your children, you give them the emotional tools they need to resolve problems and make sensible, reasoned decisions throughout their lives. The resilient child also learns how to develop self-control, build interpersonal skills, and handle challenges and frustrations more effectively.

If you have questions about resilience and your child, you'll find the answers here in *Nurturing Resilience in Our Children*.