

THE EFFICIENCY OF THE NILD EDUCATIONAL THERAPY IN THE DEVELOPMENT OF MATHEMATICAL THINKING

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Abstract

Starting from idea that mathematical thinking is developed in close relation with the cognitive development of a child, the purpose of this study is to pinpoint the efficiency of the NILD Educational Therapy regarding mathematical thinking development of primary school children with learning difficulties. The 13 participants of this study were aged between 6 and 11, 6 girls and 7 boys. Each subject was tested individually in two stages, twice, 30 – 35 minutes each, in a time span of 7 months between the pretest and posttest. After the pretest phase, 6 pupils were chosen for the experimental group and 7 pupils for the control group. The subjects of the experimental group followed an individualized program of the NILD Educational Therapy, based on each pupil's individual need, during a period of 5 months. After the processing of acquired data, the study showed that the pupils who benefited from the NILD Educational Therapy program, experienced a substantial increase in their mathematical performance, compared to those in the control group. In addition, the results of the study indicate that the subjects participating in the program scored higher in the posttest, both in the raw scores and the cognitive performance tests, and also in mathematics. On the other hand, subjects of the control group scored higher in the posttest in the raw scores only, but not in standard or mathematics scores. There was an exception though, regarding the linguistic test, in which the control group subjects scored significantly higher in the posttest phase.

Keywords: mathematical thinking development; NILD Educational Therapy

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